Research Note 85-22

Needs Assessment for the Job Skills Education Program

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Joan Harman; Contracting Officer's Representative. This report, together with RNs 85-37, 85-40, 85-41, 85-42, 85-43, 85-44, 85-45, 85-46, and 85-47, forms part of a series on the Army's Job Skills Education Program (JSEP).

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

The Job Skills Education Program (JSEP) is designed to provide soldiers with the prerequisite knowledge and skills required for successfully learning their Military Occupational Specialties (MOS). When the JSEP is put into effect, it will replace the Army's current Basic Skills Education Program (BSEP) with a sophisticated, computer-based system.

As a first step in developing JSEP, Army Education Services Officers, teachers, unit commanders, NCO's, and participants in the BSEP II program were

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requested to provide information about their experiences with BSEP II, and their opinions about the anticipated problems and benefits that would be a function of the proposed standardized, functionalized, computer-based JSEP. Recommendations included emphasizing reading, writing, and listening skills, supplementing computer instruction with demonstrations and practice, training teachers in relevant military subjects, and limiting the open entry/exit system.

Keywords: Literacy; computer aided instruction; Curriculum development; Teaching methods.

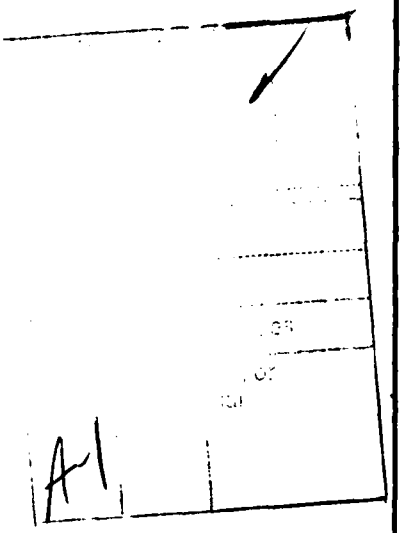


TABLE OF CONTENTS

LIST OF TABLES

FOREWORD

The Job Skills Education Program (JSEP) is a multi-phase program begun in Fiscal Year 1982, and designed to enhance enlisted career potential by improving soldier job performance. The sponsor, the Education Division, Office of the Deputy Chief of Staff for Personnel, expects JSEP to replace the Army's current Basic Skills Education Program when it is implemented.

The JSEP program, being developed by Florida State University (FSU) will result in a standardized curriculum for soldiers who demonstrate deficiencies in the knowledge and skills required to successfully learn their Military Occupational Specialty (MOS).

In accordance with current policy, JSEP will be an on-duty program. It will also use a computer-based management system to facilitate an open entry/open exit approach. At present, most of the lessons being developed will be computer delivered; however, the plan calls for using existing materials, and incorporating materials developed as part of other ARI efforts, whenever appropriate.

A unique aspect of JSEP is that it builds upon a very detailed front-end analysis of MOS Baseline Skills. The analysis covered tasks performed by soldiers in the 94 highest density MOSs, in addition to Common Tasks (the skills that all soldiers, regardless of their MOS, need to know). Although the Army has over 300 MOSs, the 94 covered in the analysis represent about 80% of all soldiers. Perhaps the most useful product developed for the analysis was a taxonomy listing more than 200 prerequisite competencies.(P.C.) for these MOSs. The competencies were derived from detailed reviews of Soldier Manuals, and from extensive interviews with subject-matter experts at Army schools. This effort produced a series of tests intended to diagnose deficiencies in the P.C.s. Modified versions of these tests will be used in JSEP.

The JSEP program will include a front-end learning strategies module designed to improve soldier skills in reading, studying, test taking, and problem solving. The curriculum will consist of this strategies-training, plus 180 diagnostic review lessons, and 120 skill development lessons, which are being developed for the PLATO and MicroTICCIT computer systems. The program is being tried out at two TRADOC sites and two FORSCOM sites, prior to an Army-wide phased implementation.

NEEDS ASSESSMENT FOR THE JOB SKILLS EDUCATION PROGRAM

INTRODUCTION

The Army Research Institute (ARI) recently called for the development of a new Basic Skills Education Program with the letting of a procurement for the planning phase of the program. The new curriculum was to become the property of the Army, and was to be standardized and MOS related. Computer technology would be used to present at least half of the instructional material and for management of the course. The program was to be designed for use by soldiers after they had completed their initial entry training and had been assigned as permanent party to an operational unit. Presumably, following development and validation through field trials, the new curriculum would replace current BSEP II courses.

The study described in this report was conducted to determine the perceptions of Education Services Officers (ESOs), teachers, BSEP students, and their commanders and NCOs, regarding the advantages and disadvantages of current programs and how the planned program might affect them. The new program has been identified as the Job Skills Education Program (JSEP). The results of the study were to be used in deciding whether or not to enter Phase II (production and field testing) of the development effort.

Data were collected by mail, by on-site administration of questionnaires, and by informal interviews and observations of current programs. Issues of course content, format, implementation, and to some extent, policy, are raised in this report. The data presented here were supplied by ESOs, teachers, soldiers, and their commanders and NCOs. The

interpretation of these data and the conclusions based on them are the responsibility of the project staff of the American Institutes for Research (AIR).

Results of the study were summarized in the interim report* which was the basis for a briefing of Headquarters DAAG-ED and ARI personnel prior to the decision to proceed with Phase II of the developmental effort. The current report incorporates the data presented in the previous report and includes additional data that became available after the briefing. The audience for this report is personnel responsible for the planning, accomplishment, and review of the curriculum development effort. Strengths and weaknesses of current programs are highlighted to provide guidance to developers of the new curriculum.

SUMMARY

With respect to the current program, of the twenty-two general program elements presented on the questionnaires to ESOs, teachers, and commanders and NCOs, few were perceived as substantial problems. In addition, with respect to the planned JSEP course, few of the program elements were perceived as presenting insurmountable problems. However, in many cases more problems were expected with the new course than with the current courses. It is unclear how much of this can be accounted for simply as a matter of change from a known program to a new unknown program.

*Allen, B., Dory, S., Hahn, C., Rosenbaum, H., and Stoddart, S., Summary data concerning the need for and expected effects of developing and implementing the functional MOS oriented basic skills program (JSEP). Washington, D.C.: American Institutes for Research, April 1983.

The element causing many problems with current programs concerned the release of soldiers from duty to attend on-duty classes. This problem was expected to continue with JSEP, although perhaps to a lesser degree. General command support was also perceived as "somewhat of a problem" and no substantial change was expected with JSEP. The same was true of soldiers' attendance at both on-duty and off-duty classes with the latter presenting the most problems. JSEP was not seen as an effective answer to these problems. In a strict sense, these program elements are not the direct concern of curriculum developers. However, these are vitally concerned with the contextual environment in which the curriculum is implemented and therefore should be addressed by someone during the development and field trial phases.

While the following program elements were not seen as overwhelming obstacles, they were expected to present more problems in JSEP than they do in the current programs.

- Maintenance of instructional equipment
- Ratio of items of instructional equipment to students
- Student ability to operate instructional equipment
- Student ability to learn from non-personal, audio-visual presentations
- Student ability to learn from self-paced, largely self-taught instruction
- Teacher acceptance of and willingness to use a standardized curriculum

- Teacher acceptance of and willingness to use a curriculum that involves presentation of much of the instructional material by mechanical means
- Availability of instructional facilities

Some of these program elements relate to characteristics which are inherent in computer based instruction. Since the developers have the task of producing a computer based program, perhaps there should be some effort to demonstrate that the perceptions of ESOs, teachers, and commanders and NCOs, as reported here, are incorrect. Such clarification or correction of their perceptions could be included in the orientation and training materials prepared by the course developers. It may also be appropriate to consider carefully the overall mix of computer presented material and supplemental materials presented by other means. Even though it may be possible to present the bulk of the instructional material by means of the computer, it may not be wise to do so (if the perceptions presented in this report are correct).

The remainder of the program elements relate to logistical concerns. These should be addressed in the course management plan for the newly designed program.

The on-site observations and interviews by AIR personnel, along with the project activities concerned with other aspects of the BSEP evaluation, brought to light some issues related to, but not an integral part of, the development cycle for JSEP. Official Army policies and objectives for basic skills programs are still stated in terms of measures of general educational development. At the same time, a major share of the developmental thrust has been on functional, MOS related, job specific materials. Programs

designed to maximize a functionalized program may or may not maximize generalized educational skills. The TRADOC sponsored MOS Baseline Skills Project generated a data base predicated on an approach oriented to MOS requirements. We question whether a curriculum should be based solely on this data base. This study discusses some factors associated with the problem of surviving successfully in a military environment. However, they are not related to performance on any specific job. The MOS data base does not deal with these coping skills; but soldiers perceive these skills as affecting their job performance.

It is clear that if MOS specific material is a significant element in JSEP, teachers will have to have some familiarity with many MOS, at least with the relevant nomenclature. Current teachers have almost no familiarity with this; thus, there will be a need for either selecting teachers with different qualifications or for supplying teachers with MOS knowledge. It is also clear that because of the relatively small size of programs at most posts, by separating students into their MOS or MOS clusters, the numbers taking any particular segment of JSEP will be very small. The cost effectiveness of developing MOS or MOS cluster specific modules perhaps should be reexamined.

Another issue is the incongruity between soldiers' expectations and Army goals for basic skills programs. Most soldiers look upon basic skills training as a way to enhance their own general development, to enhance their personal career development opportunities, and to enhance their employment prospects when discharged from the service. Few soldiers reported expectations of becoming better cooks, tank drivers, or infantrymen, etc. as

a result of this training. This, however, is what the Army officially expects to gain from such training. So long as promotions, reclassifications, and reenlistments depend upon certain levels of ASVAB, reading level, or grade level equivalents, soldiers will expect basic skills programs to help them achieve gains in these general indices. A program designed to maximize gains on the performance of specific MOS job tasks, which does not at the same time ensure that gains will be made on the indices that are important to soldiers (i.e., test scores), will probably decrease soldiers' acceptance of such courses and their motivation to complete the courses. To the extent possible, JSEP should be designed to meet both the soldiers' expectations and those of the Army.

Following is a list of specific conclusions and the general findings on which they are based. These represent the conclusions of AIR personnel based on the collection and analysis of data concerning the perceptions of ESOs, teachers, commanders and NCOs, and soldiers.

- The JSEP curriculum should probably include general subject matter as well as MOS related subjects. Decreasing the general education subject matter may decrease motivation for participation in the JSEP program.

  (Most soldiers enroll in BSEP II programs to raise their ASVAB (GT) scores, for self improvement, and for general knowledge.)

- The emphasis upon obtaining high school accreditation should probably be reconsidered and the focus placed on teaching basic skills and MOS related subjects.

  (Only 12% of the soldiers who enroll in BSEP II seek a high school diploma. Seventy-four percent already have a diploma.)

- JSEP should emphasize reading, writing, and listening skills. Emphasis should also be given to instruction in paying attention to details, in completing tasks, and in concentrating. (These are reported as being important to job performance and skills in which soldiers demonstrate inadequacies.)

- Computer based instruction should be supplemented with activities involving demonstration and practice with the teacher or by participation in actual job tasks.

  (Soldiers report that they learn best by working with an experienced soldier on the actual job task. The least effective method is by means of films, video tapes, or by TEC tapes. Soldiers also report that they prefer to learn by a variety of methods, not from one approach. ESOs and teachers are not firmly convinced of the effectiveness of this instructional approach.)

- The JSEP teacher should act as more than a monitor for the computer based program.

  (Soldiers report that the teacher is an important ingredient in their understanding the material and in motivating them to study.)

- JSEP teachers should be trained in military subject matter and be provided with a basic guide of terms and concepts.

  (Because of high teacher turnover, and lack of knowledge of military subjects, teachers will not be able to take an active role in supporting the JSEP curriculum unless they receive training.)

- JSEP should experience little difficulty in gaining support for on-duty MOS related classes.

  (Respondents supported on-duty BSEP II and JSEP classes but discouraged attendance at off-duty classes.)

- JSEP course length should probably be between one and four weeks.

- JSEP classes can be held approximately four hours daily without inconveniencing the unit.

- JSEP should probably be conducted on-duty, although 52% of the soldiers said they would attend during both on-duty and off-duty hours.

- The open-entry/open-exit system should probably include some limitations on length of the course.

  (Respondents said they were concerned that soldiers might abuse the open-entry/open-exit system.)

- JSEP classes could be taught by either civilian or military personnel.

METHODOLOGY

Rationale for the Study

The Army Continuing Education System (ACES) offers the Basic Skills Education Program II (BSEP II) for soldiers on permanent party status who score below the 9th grade level on the Test of Adult Basic Education (TABE), whose GT scores are below 100, or who are referred to the program by their commanders. Generally, soldiers may be assigned to one or more classes. The subjects usually offered are BSEP II Reading, BSEP II Mathematics, BSEP II Communications, and BSEP II English as a Second Language (ESL). Although the course names may be the same, there is wide diversity in the content of the courses across sites, in the instructional materials used, and in the teaching methods employed.

So that standardization across Army posts might exist, the Adjutant General's Office (TAG) of the Department of the Army through ARI has contracted for the development of a new BSEP II program, called the Job Skills Education Program (JSEP). JSEP is intended to be more job related than the previous BSEP II programs. It is expected that a minimum of 50% of the program will be computer based. Both computer presented and supplemental instruction will be presented in self paced modules.

To assess the feasibility and desirability of various aspects of the JSEP program, AIR, on behalf of ARI, developed and administered questionnaires to ESOs, teachers, commanders and NCOs, and soldiers who had experience with BSEP II programs. At the same time, AIR mailed questionnaires to a worldwide sample of ESOs and teachers. In addition, AIR

personnel visited classrooms and conducted informal interviews of personnel concerned with BSEP II programs. The purpose of these visits and interviews was to describe existing programs and to collect questionnaire responses from commanders and NCOs and soldiers. A description of the programs was necessary in order to identify positive program elements as well as problems within the programs that detract from their effectiveness. A description of the programs would also provide a base on which to compare the JSEP program, once implemented.

Data Sources

Questionnaires were completed by ESOs, teachers, commanders and NCOs, and soldiers (see Table 1). Copies of the questionnaires appear in the Appendix.

AIR personnel visited 21 sites between August, 1982 and May, 1983 to administer questionnaires: 13 posts in Germany, four posts in Panama, and Forts Riley, Campbell, Carson, and Ord (see Table 2). Of the questionnaires mailed to Army posts, responses were received from 130 sites (see Table 3).

At the sites visited, AIR personnel used a structured observation schedule to observe BSEP II classes. In addition, AIR staff talked with ESOs, counselors, and BSEP II teachers at the sites. Besides talking with the teachers, informal interviews were conducted with students in the programs.

In most cases, the BSEP II programs are run by contractors who hire teachers, develop curricula, and provide in-service training. Because of

Table 1

Questionnaires Used in Report (A-1)*

Questionnaire	Abbreviation	Sample Size**		
		Mail	On-Site	Total
Survey Questionnaire for Commanders and Key NCOs	COM	0	199	199
Questionnaire for Soldiers in Operational Units	S	0	192	192
Questionnaire A for ESOs	A	126	4	130
Questionnaire B for Teachers	B	278	11	289
Questionnaire C for Commanders and Key NCOs	C	0	151	151
Questionnaire D for Soldiers	D	0	151	151

*On most tables, a symbol is given for identifying the questionnaire and question number from which the information is taken. The first component, the letter(s), is an abbreviation for the questionnaire as stated in this table. The second component is the actual question number (see the attached set of questionnaires in the appendix).

**When computing the percentage for each of the tables, sample size was defined as the total number of questionnaires completed. For example, there were 199 respondents to the Survey Questionnaire for Commanders and Key NCOs. Even if only 123 commanders or NCOs responded to a particular question, the percentages were still computed based on the total sample size of 199, and represented as: n=123/199.

In some cases, however, only a subset of the population was eligible to respond to a question (e.g., regarding their evaluation of BSEP II classes, only those who answered that they had taken/were taking a BSEP II class were eligible to respond to the evaluation questions). Hence, a smaller, variant sample size appears for selected questions.

Table 2

Questionnaires Administered at Sites and Sample Sizes
(A-3)

Sites	Survey Questionnaire for Commanders and Key NCOs	Questionnaires for Soldiers in Operational Units	Questionnaire A for ESOs	Questionnaire B for Teachers	Questionnaire C for Commanders and Key NCOs	Questionnaire D for Soldiers
USAREUR	56	46	---	---	---	---
Panama	35	45	2	3	40	45
Ft. Riley	28	28	1	4	32	27
Ft. Campbell	40	37	1	4	39	37
Ft. Carson	30	30	---	---	30	32
Ft. Ord	10	6	---	---	10	10
Total Sample	199	192	4	11	151	151

Table 3

JSEP - Sample Composition*
(A-2)

Command	Questionnaire A	Questionnaire B
USAREUR	59%	54%
FORSCOM (Including Panama and Alaska)	14%	20%
TRADOC	9%	15%
Other OCONUS (Korea and WESTCOM)	9%	5%
Other CONUS (DARCOM and HSC)	6%	4%
Missing data	3%	1%
	n=130	n=289

*These questionnaires are from the mail survey plus those collected during on-site visits in Panama, and at Forts Riley, Campbell, Carson, and Ord.

the number of contractors, there exists a variety of curriculum materials at the various posts. Therefore, as part of its description of BSEP II programs, AIR staff collected BSEP II curriculum materials from the posts visited.

Structure of the Report

This report begins with a short summary of reported characteristics of FY82 BSEP II programs, teachers, and students. A section on curriculum development follows. This section includes an assessment of the current BSEP II programs: the effects of BSEP II skills training on unit needs, the extent of the skills training, and recommendations for skills development in JSEP. The next section deals with teaching methods in BSEP II programs: how soldiers learn, how teachers teach, and how JSEP can incorporate the positive elements of BSEP II into the development of instructional methods. The final section deals with the organization of BSEP II programs and suggestions for the organization of JSEP.

CHARACTERISTICS OF BSEP II PROGRAMS AND PERSONNEL

Program Characteristics

Data regarding general program characteristics were requested for FY82. These data provide a reference point for planning purposes. However, depending upon the characteristics of new enlistees, the programs may vary considerably in future years.

The bulk of the BSEP II programs in FY82, as reported by ESO responses, enrolled fewer than 300 soldiers with approximately one-third of the programs enrolling no more than 100 soldiers during the year (see Table 4). Fluctuations in size within programs were relatively small. FY82 programs were general in the sense that the same program was provided to soldiers from all MOS. If the JSEP program being developed is highly specialized and focuses on MOS specific materials, the numbers of soldiers taking any particular part of the new program will be extremely low at many Army posts. While it was intended at the beginning of the planned TRADOC development program that specific MOS were to be emphasized, it may not be warranted at this time. In addition, it may not be cost effective to develop several programs for a prerequisite competency that differ only in their MOS contextual framework.

Whether or not BSEP classes were supposed to include dependent personnel, small numbers of dependents were reported as having participated in BSEP at about one-half the posts included in the surveys (see Table 5). Highly functionalized, MOS oriented JSEP materials would be less appropriate for dependent personnel than the general educational materials presently used. If a post wished to provide basic skills training to dependents, it could continue to use present materials.

As indicated in Table 6, about half the programs have an instructional staff ranging between one and four teachers. At peak periods, about one-fifth of the programs have an instructional staff over 10. The student to instructor ratio varied between two-to-one and twenty-to-one with about

Table 4

FY82 BSEP II Program Size
(A-1, A-3, A-4)

Number of Students	Percent of Programs Reported		
	Average Enrollment During FY82	Lowest Enrollment Period	Highest Enrollment Period
100 and less	30%	88%	69%
101 - 200	18%	8%	17%
201 - 300	13%	8%	7%
301 - 400	7%	8%	7%
401 - 500	5%	8%	7%
501 - 600	4%	8%	2%
601 - 700	5%	8%	2%
over 700	13%	8%	2%
Missing data	5%	5%	5%

n=123/130

Table 5

Dependent Personnel Enrollment in BSEP II
(A-7)

Number of Dependents Enrolled in FY82	Programs
0	53%
1 - 5	22%
6 - 10	11%
11 - 20	6%
21 - 35	3%
60	1%
110	1%
355	1%
Missing data	2%

n=124/130

Table 6

Size of Instructional Staff During FY82
(A-5)

	Percent of Programs Reported	
Number of Instructors	Smallest Staff	Largest Staff
0	9%	1%
1	34%	14%
2	14%	11%
3	10%	11%
4	5%	11%
5	4%	9%
6	3%	3%
7	1%	5%
8	1%	1%
9	1%	2%
11-15	3%	11%
Over 15	3%	9%
Missing data	12%	12%

n=114/130

half of them being in the ten/fifteen-to-one range (see Table 7). Whether computer assistance will raise or lower this ratio is moot.

The newly developed JSEP program will have to provide materials for training the teaching staffs. This training will have to cover both the materials presented by computer and the supplemental materials. Training in course management and instructional techniques associated with computer assisted and computer managed aspects of the new program will apply to all programs regardless of the MOS involved. Content aspects of both computer presented and supplemental materials will also have to be included in the teacher training programs. To the extent that the newly developed JSEP includes highly specific MOS oriented materials, teachers will have to become familiar with such materials. Because of the small size of the instructional staff in many of the programs, most teachers will have to be familiar with the materials relating to all MOS involved at their post. In the past, most teachers did not have this type of background. If the same types of persons are hired in the future, the teachers' training programs will have to provide the required MOS knowledge.

Teacher Characteristics

Approximately the same number of communications (English), mathematics, and reading courses were taught in BSEP II programs (see Table 8). Less than 10% of the teachers were teaching or had taught ESL. As shown in Table 9, almost three-quarters of the teachers surveyed had experience teaching in Army settings prior to their current position. Teachers reported that they had received training to teach BSEP II classes through

Table 7

Student-to-Teacher Ratio FY82
(A-8)

Ratio	Programs
2:1 - 6:1	6%
7:1 - 9:1	22%
10:1	20%
11:1 - 15:1	35%
16:1 - 20:1	8%
Missing Data	8%

n=120/130

Table 8

Subjects Taught in BSEP II Programs
(B-1, B-2)

	Teachers' Responses	
	subjects taught when surveyed	subjects taught in past
Communications (English)	55%	54%
Math	58%	53%
Reading	58%	60%
ESL	7%	8%
High school completion program	5%	-
Social studies	-	6%

n=285/289

Table 9

Previous Adult Education Experience of BSEP II Teachers (B-3)*

	Teachers' Responses
US Army	74%
Community college	11%
Public schools	9%
University	8%
Adult education center (e.g., CETA, Job Corps)	8%
Unclear	13%

n=142/147

*51% of the teachers had experience teaching adult education in the past.

teacher workshops presented by BSEP II contractors or other schools or in college courses they had taken as part of their undergraduate or graduate degree programs (see Tables 10 and 11). Although tenure in the current position was no more than a year, as shown in Table 12, the average teaching experience was almost eight years with approximately three of the years involved in teaching adult education either in military or non military settings (see Table 13). If the same type of personnel are hired in the future, course developers can be assured that the instructional staff will have some experience with teaching general educational material to adult learners.

Student Characteristics

As shown in Table 14, over three-quarters of the soldiers' responses were from soldiers who were or had been enrolled in BSEP programs. No attempt was made to determine if soldiers who were never enrolled in a BSEP II program were in fact eligible for participation. Table 15 shows the proportions of FY82 BSEP students who had no high school diploma or a GT score below 90. The preponderance of reported FY82 programs included a majority of prime target soldiers, but many programs included large numbers of others. If program development is based on the assumption that the students have not completed high school or have extremely low GT scores, the assumption will be wrong for a large number of participants unless the nature of the participant group changes. Table 16 indicates that a substantial portion of the soldiers in the units surveyed had taken BSEP during initial entry training. If conditions are the same in the future, the JSEP course developers should consider articulation between BSEP

Table 10

Type of Teacher Training Received by BSEP II Teachers (B-4)*

	Teachers' Responses
Workshops (in-service and pre-service)	80%
College courses and B.A. or B.S. degree	66%
M.A. or Ph.D.	9%
Teaching experience	9%
Other training	15%

n=285/289

*96% of the teachers reported that they had had training for teaching BSEP II courses.

Table 11

Sponsor of Teacher Training
(B-4)

	Teachers' Responses
College or university as part of undergraduate or graduate education	79%
College or university - BSEP II contractor	71%
Public or private schools	10%
Unclear	7%
Other	7%

n=277/277

Table 12

BSEP II Teachers' Time in Present Position

Years	Teachers' Responses
1 - 6 months	22%
7 - 12 months	24%
1 year	25%
2 years	12%
3 or 4 years	7%
5 or more years	3%
Missing data	8%

n=262/289

Table 13

Teaching Experience of BSEP II Teachers
(B-5)*

	Teachers' Responses**
In an Army setting	2.7 years
At present Army post	1.9 years
Teaching adult education outside the military	2.9 years
Other teaching experience	5.0 years
Total mean	7.7 years

* 84% of the teachers reported that they were state certified.

** adjusted mean based on months.

Table 14

Enrollment Status of Soldiers
(D-1, D-2)

	Soldiers' Responses
Enrolled in current program	14%
Enrolled in past programs	76%
Never enrolled	24%

n=150/151

Table 15

Prime Target Participants
(No High School Diploma or GT Below 90)
(A-2)

FY82 Participants	Percent of Programs Reporting	Cumulative Percent
91-100%	33%	33%
81-90%	15%	48%
71-80%	12%	60%
61-70%	2%	62%
51-60%	3%	65%
41-50%	6%	71%
31-40%	9%	80%
21-30%	3%	83%
11-20%	5%	88%
0-10%	6%	94%
Missing data	5%	99%

n=124/130

Table 16

Enrollment of Permanent Party Soldiers in BSEP I or BSEP II Classes
(S-18, S-20)

	Soldiers' Responses
Past enrollment in BSEP I classes	20%
Current enrollment in BSEP II classes	76%

n=188/192

programs in the training base and JSEP in the units. Of the soldiers surveyed in units who had not enrolled in BSEP, over three-fifths claimed they had not been adequately informed about the availability of the programs (see Table 17). Some attention to more systematic entry procedures may be warranted.

Table 18 reports soldier per unit enrollments: about one-half of the units reported enrolling less than 10 soldiers. Although it has been suggested that computerized programs might be placed at the unit learning center level, on a purely soldier-per-unit basis, this option may not be economically expedient for a large number of units.

CURRICULUM DEVELOPMENT

This section discusses the current BSEP II program and the support for the program by ESOs, teachers, commanders and NCOs, and soldiers. It gives an overview of the type of training that has been given in the basic skills and in learning skills. Recommendations are presented for JSEP curriculum development based on the appraisal of the programs and the types of skills needed in JSEP.

Assessment of the Current BSEP II Program

1. Is there command support for BSEP II? When asked about the general support of the command staff for educational programs at their posts, commanders and NCOs, teachers, and soldiers generally agreed that the support was strong. Approximately half of the respondents reported strong

Table 17

Reasons for Not Enrolling in BSEP II Classes*

	Soldiers' Responses
I wasn't eligible	10%
No one informed me	63%
My unit wouldn't let me off duty	21%
I thought it would be too much time and trouble	4%
I didn't want other soldiers to think I was goofing off	0%
I didn't want other soldiers to think I wasn't very smart	2%

n=40/42

*Based on 42 soldiers who had not enrolled in BSEP II.

Table 18

Enrollment by Unit in BSEP II Classes During Past Year (C-1)

Commanders' and NCOs' Responses	
soldiers	percent of units reporting
No soldiers	8%
1 - 3	21%
4 - 6	12%
7 - 9	6%
10 - 20	21%
21 - 30	9%
31 - 50	8%
51 - 60	4%
100+	2%
Missing data	10%

n=132/151

command support for educational programs (Table 19). As an indication of their support for BSEP programs, over half of the commanders and NCOs reported that they were "strong" in their willingness to release soldiers from duty to attend BSEP II classes.

Teachers, however, had a different view. They were almost equally divided in their opinions concerning the command staff's willingness to release soldiers (see Table 20). In informal interviews, teachers frequently mentioned that soldiers were pulled out of class for work assignments. However, these impressions may not represent the true events. Soldiers may claim to teachers that they are kept from class because their commanders place them on duty. Commanders told us that this is rarely the case. Rather, they say that soldiers give this as an excuse for their poor attendance. This may indicate a need for more stringent attendance checking procedures in the program administrative management plan. As shown in Table 21, release from duty to attend classes is perceived as somewhat of a problem with present BSEP programs and it is not expected to be remedied by JSEP. Continued selling of the JSEP program during implementation may be necessary to sustain the current level of support. Increased emphasis on military subject matter should help engender the support of commanders and NCOs. Reduced emphasis on teacher presentations and curriculum decisions may reduce teacher and perhaps ACES staff support.

Curriculum developers should probably address these issues directly in the training and orientation sessions provided during the initial implementation phase.

Table 19

Command Support for BSEP II Programs
(B-25a, C-10a, D-14)

	Teachers' Responses	Commanders' and NCOs' Responses	Soldiers' Responses
Strong support	48%	60%	61%
Neutral support	33%	21%	not asked
Weak support	14%	15%	9%
Don't know	not asked	not asked	29%
	n=276/289	n=145/151	n=149/151

Table 20

Willingness of Command Staff to Release Soldiers
from Duty to Attend BSEP II Classes
(C-10b, B-15b)

	Commanders' and NCOs' Responses	Teachers' Responses
Strong willingness	56%	36%
Neutral	27%	37%
Weak willingness	13%	22%
	n=145/151	n=274/289

Table 21

Degree of Problem Caused by Program Elements

Program Elements	Little or No Problem		Somewhat or Considerable Problem	
	present BSEP	proposed JSEP	present BSEP	proposed JSEP
Availability of instructional materials				
(A-15) ACES	69%	41%	27%	52%
(B-33) Teachers	60%	41%	34%	34%
Student motivational level attributable to kind and amount of soldier/teacher contacts and interaction				
(A-16) ACES	81%	59%	15%	37%
(B-34) Teachers	76%	35%	14%	42%
Maintenance of instructional equipment				
(A-17) ACES	64%	38%	15%	56%
(B-35) Teachers	52%	19%	20%	55%
Ratio of items of instructional equipment to students				
(A-18) ACES	66%	37%	16%	55%
(B-36) Teachers	55%	23%	28%	50%
Student ability to operate instructional equipment				
(A-19) ACES	53%	46%	3%	45%
(B-37) Teachers	47%	25%	5%	49%
(C-21) Commanders & NCOs	*	*	20%	35%
Student ability to learn from non-personal, audio-visual presentations				
(A-20) ACES	44%	40%	15%	53%
(B-38) Teachers	28%	18%	24%	60%
(C-22) Commanders & NCOs	*	*	31%	43%
Student ability to learn from self-paced, largely self-taught instruction				
(A-21) ACES	55%	41%	27%	54%
(B-39) Teachers	56%	32%	28%	46%
(C-23) Commanders & NCOs	*	*	38%	51%

*Questions not asked.

Table 21

Degree of Problem Caused by Program Elements
(Contd.)

Program Elements	Little or No Problem		Somewhat or Considerable Problem	
	present BSEP	proposed JSEP	present BSEP	proposed JSEP
Determining appropriate student entry levels				
(A-22) ACES	91%	70%	8%	25%
(B-40) Teachers	74%	59%	17%	19%
Student satisfaction with a standardized curriculum				
(A-23) ACES	72%	57%	14%	36%
(B-41) Teachers	59%	40%	14%	33%
Teacher acceptance of and willingness to use a standardized curriculum				
(A-24) ACES	73%	60%	11%	33%
(B-42) Teachers	65%	48%	9%	26%
Teacher acceptance of and willingness to use a curriculum that involves presentation of much of the instructional materials by mechanical means				
(A-25) ACES	41%*	52%**	9%	44%
(B-43) Teachers	36%***	40%	10%	42%
*47% non-applicable				
** 0% non-applicable				
***47% non-applicable				
Teacher ability and willingness to operate and/or to learn how to operate instructional equipment				
(A-26) ACES	55%*	69%	8%	29%
(B-44) Teachers	35%	66%	57%	16%
*36% non-applicable				

Table 21

Degree of Problem Caused by Program Elements (contd.)

Program Elements	Little or No Problem		Somewhat or Considerable Problem	
	present BSEP	proposed JSEP	present BSEP	proposed JSEP
Soldier attendance at on-duty classes				
(A-27) ACES	46%	46%	52%	52%
(B-45) Teachers	60%	51%	33%	31%
(C-16) Commanders & NCOs	42%	45%	48%	42%
Soldier attendance at off-duty classes				
(A-28) ACES	14%	16%	60%	75%
(B-46) Teachers	14%	11%	47%	61%
(C-17) Commanders & NCOs	49%	56%	31%	34%
Getting qualified teachers to teach on-duty classes				
(A-29) ACES	73%	66%	23%	31%
(B-47) Teachers	70%	56%	20%	25%
Getting qualified teachers to teach off-duty classes.				
(A-30) ACES	44%*	49%	36%	46%
(B-48) Teachers	39%	35%	37%	46%
*18% non-applicable				
Availability of instructional facilities for on-duty classes (classrooms, audio-visual equipment, computer facilities)				
(A-31) ACES	62%	44%	30%	55%
(B-49) Teachers	53%	36%	29%	44%
Availability of instructional facilities for off-duty classes (classrooms, audio-visual equipment, computer facilities)				
(A-32) ACES	49%	36%	32%	61%
(B-50) Teachers	45%	30%	27%	48%

Table 21

Degree of Problem Caused by Program Elements (Contd.)

Program Elements	Little or No Problem		Somewhat or Considerable Problem	
	present BSEP	proposed JSEP	present BSEP	proposed JSEP
Relevance of curriculum to soldiers' needs				
(A-33) ACES	58%	59%	40%	38%
(B-51) Teachers	64%	60%	25%	19%
Relevance of curriculum to Commanders' needs				
(C-18) Commanders & NCOs	36%	58%	38%	21%
General command support for the program				
(A-34) ACES	54%	57%	45%	42%
(B-52) Teachers	51%	44%	40%	35%
(C-19) Commanders & NCOs	61%	64%	28%	24%
Release of soldiers from duty to attend on-duty classes				
(A-35) ACES	25%	30%	56%/17%*	51%/19%*
(B-53) Teachers	31%	27%	50%/10%*	43%/10%*
(C-20) Commanders & NCOs	34%	40%	57%	49%

*This was the only factor for which the modal response was "somewhat of a problem" rather than "little or no problem." First figure is for "somewhat," the second is for "considerable."

n=127/130 (ACES)
n=248/289 (Teachers)
n=137/151 (Commanders & NCOs)

2. How do soldiers evaluate their experience in BSEP programs? Overall, soldiers appear to be satisfied with the BSEP courses. When asked if attending BSEP II was worth the time and effort they devoted to it, soldiers responded favorably (Table 22). In addition, soldiers would repeat their BSEP II experience: two-thirds reported that if they had to do it over again, they would be willing or would very much want to repeat their experience (see Table 23).

Soldiers also expressed interest in learning the materials covered in BSEP II classes (see Table 22). Also, it appears that the level of difficulty was suitable for BSEP II students. It was neither too difficult nor too easy, with most soldiers finding the course somewhere between "somewhat easy" and "somewhat difficult" (Table 22). Apparently, the level of difficulty fell within a comfortable range for the students.

Because the interest level in the materials appears high and the difficulty level appropriate to the students, JSEP course developers would be wise to identify elements within the program that appeal to the students' interest and to incorporate those into the JSEP program. In later sections we will deal with specific subject matter of interest to students.

3. Why do soldiers enroll in BSEP II programs? Although BSEP II programs are designed to raise the basic academic skills of soldiers who score below the 9th grade level on the TABE, whose GT scores are below the 90-100 range, and who do not hold a high school diploma, in order to enable them to perform their military jobs, there appear to be various reasons for student enrollment in BSEP II programs. Program objectives and student objectives are not identical.

Table 22

Soldiers' Evaluation of BSEP II Classes

	Soldiers' Responses	
	yes	no
(S-22) Worth the time and effort	85%	9%

n=136/145

	somewhat or very interested
(S-25) Level of interest in BSEP II materials	95%

n=144/145

(S-27) Level of difficulty of BSEP II course work

very difficult	somewhat difficult	not difficult	somewhat easy	very easy
1%	35%	30%	17%	9%

n=145/145

Table 23

Soldiers' Interest in Taking Additional BSEP II Classes (S-42)

Soldiers' Responses			
would want to very much	would be willing	doesn't matter	would not want to
45%	43%	8%	3%

n=144/145

Most soldiers who enrolled in BSEP II classes already possessed a high school diploma. According to soldiers, most hold a diploma (see Table 24). Teachers reported that only about a third of the soldiers who enroll in BSEP II programs are seeking high school diplomas (see Table 25). For those soldiers without a diploma, ESOs report their primary reason for obtaining a diploma is for promotion requirements in the Army and for better job prospects after leaving the service (see Table 26). ESOs further report that soldiers without high school diplomas place a high value on obtaining the diploma (see Table 27).

When asked, "Why did you enroll in BSEP II," soldiers reported that their main reasons for enrolling in BSEP II classes were to raise their ASVAB (GT) scores, for self improvement, and for general knowledge (see Table 28). A small percentage reported that they enrolled in BSEP II in order to obtain a high school diploma and to qualify for reenlistment. Commanders and NCOs responded similarly.

Based on these responses, it appears that obtaining a high school diploma may not be a major concern among the majority of students in BSEP II programs. Because of this, curriculum developers might wish to deemphasize the credentialling aspects of the JSEP program. In addition, as will be described later in this report, since students express reluctance to remain in BSEP programs for more than six months, obtaining a high school diploma may not be feasible or desirable for many students.

Students appear to attend BSEP either to raise their ASVAB scores in order to qualify for promotion, reclassification, or reenlistment, or for personal educational development. They appear to be taking BSEP II classes

Table 24

Academic Credentials of Soldiers
(D-5, D-6)

	Soldiers' Responses		
	total sample	presently taking BSEP course	took BSEP course in past
Hold a high school diploma and Hold GED certificate	7.3%	10%	8%
Hold a high school diploma but No GED certificate	66.9%	71%	60%
GED certificate but No high school diploma	13.9%	5%	17%
No high school diploma and No GED certificate	11.9%	14%	15%

n=148/151

Table 25

BSEP II Enrollees
(B-30)

	Teachers' Perceptions
Students who enroll in BSEP II classes in order to obtain a high school diploma or GED certificate	29%
n=195/289	

Table 26

ESOs' Ranking of Reasons Soldiers Obtain a High School Diploma (A-44)

Reason	ESOs' Responses Mean Ranking*
Requirement for promotion in Army	2.2
Better job prospects after leaving the service	2.8
Greater self-esteem	3.5
Entrance to training/education programs after leaving service	4.0
Requirement for MOS reclassification in Army	4.3
Entrance to training/education program in the Army	4.5

n=122/130

*Reasons were ranked on a five point scale; 1=most important, 5=least important.

Table 27

Value Placed on Obtaining an Educational Credential During First Enlistment by Soldiers Without High School Diploma (A-42)

	ESOs' Responses
High value	65%
Moderate value	28%
Little value	7%
No value	1%
n=130/130	

Table 28

Soldiers' Reasons for Attending BSEP II

	Soldiers' Responses (D-3)	Commanders & NCOs (Com - 11)	Soldiers' Responses (S-21)
To raise ASVAB scores (GT)	57%	52%	43%*
For self-improvement	51%	not asked	not asked
For general knowledge	43%	not asked	not asked
To obtain a GED certificate	19%	not asked	not asked
To raise scores on general tests (ABLE, TABE, ECLT)	18%	not asked	43%*
To qualify for a different MOS	18%	not asked	30%
To qualify for reenlistment	17%	not asked	24%
To obtain a high school diploma	12%	21%	25%
Self-selection	not asked	12%	not asked
Command referral	not asked	6%	not asked
Job performance	not asked	5%	not asked
	n=121/151	n=150/199	n=141/145

*The response to this question is included in two categories because the question referred to "low test scores" and did not specify which type of test.

for the general education content and career development potential and not for improvement in their MOS job performance. These responses are in keeping with statements made by the vast majority of soldiers whom we interviewed informally at the various posts. While a few said that they would like to have BSEP be more MOS related, most did not want to increase the military component of BSEP. They said that they were deficient in the basic skills and wished to improve these. They also appreciated having a respite from the military environment and the fact that BSEP focused on knowledge and skills relating to everyday life. JSEP developers should probably take these sentiments into account. A strictly MOS oriented curriculum might address commanders' needs but might also decrease soldiers' motivation. If soldiers' interest levels are to be sustained, JSEP materials will probably have to demonstrate that they will help soldiers achieve their individual goals. Improved MOS job performance, if attained, will probably not accomplish this.

ESOs and teachers reported that their BSEP II programs gave some or strong emphasis to raising test scores, to general educational matters, and to MOS related skills (see Table 29). The areas receiving the greatest emphasis were: raising ASVAB (GT) scores, obtaining GED certificates, improving English language skills, and raising scores on general education tests. When asked in an unstructured question for the primary focus of the present program, most of the ESOs indicated raising ASVAB scores. Teachers' responses to a similar question are presented in Table 30. It is assumed that teachers' responses were based on what they were personally teaching and not necessarily on the overall BSEP program at that Army post. Teachers put more emphasis on improving basic skills than on raising test scores.

Table 29

ESOs' and Teachers' Ratings of
Subject Areas Receiving Some Emphasis or Strong
Emphasis in the Current BSEP II Program*

	ESOs' Responses** (A-9)	Teachers' Responses (B-20)
Raising ASVAB scores (GT)	97%	93%
Obtaining GED certificates	91%	81%
Improving English language skills	89%	81%
Raising scores on general education tests, e.g., ABLE, TABE	85%	93%
Improving MOS performance	70%	57%
Obtaining high school diplomas	69%	65%
Passing SQTs	61%	46%
Raising ECL test scores	53%	24%
Improving ability to cope with military life	50%	65%
Other: write in***	36%	23%

n=125/130

*Respondents had the choice of responding: strong, some, weak, or none.

**Seventy-three percent of the ESOs reported that the primary focus of their program was raising ASVAB scores.

***Includes: dealing with math in everyday life, improving basic skills, and improving self-concept.

Table 30

Major Focus of BSEP II Programs
(B-12)

	Teachers' Responses
Improving soldiers' basic skills	49%
Raising GT scores	21%
Preparing soldier for GED	13%
Raising soldiers' skills to the 9th grade level	13%
Improving basic skills for MOS needs	14%

n=277/289

Nevertheless, all of the foci are concerned with some aspect of general education or ability development, not on job specific basic skills development. Unless teachers and soldiers alike become convinced that the planned job related JSEP materials will also facilitate general education and ability development, much of the enthusiasm for current programs may be dissipated. This would be especially true if general career development, e.g., promotion, reclassification, and reenlistment, remains tied to measures of general attainment such as ASVAB scores, or grade equivalent education, or reading indices. It may be worth the effort during the development and trial phases of the JSEP project to obtain before and after measures on general education tests as well as program specific tests in an attempt to identify the effects of the job related JSEP on general attainment measures.

A large number of soldiers currently enrolled or who had previously taken BSEP II classes said they would like to take BSEP II in the future (see Table 31). They were mainly interested in improving themselves, in raising their ASVAB (GT) scores, and in gaining general knowledge. They also showed interest in taking more BSEP II classes in order to change their MOS. They were least interested in taking BSEP II in order to pass the SQT or to obtain a high school diploma. Clearly, soldiers are interested in studying general subject matter. Some are also interested in taking additional BSEP II classes in order to qualify for a different MOS. Therefore, if JSEP were to train them in their present MOS, the training might be irrelevant to their future needs. Curriculum developers should recognize that an important ingredient in a student's success in an educational program is interest in the subject matter. If the curriculum

Table 31

Reasons for Taking BSEP II in the Future
(D-4)*

	Soldiers' Responses
Self-improvement	79%
To raise ASVAB scores (GT)	63%
General knowledge	63%
To qualify for a different MOS	48%
To raise scores on tests (TABE, ABLE, ECLT)	22%
To qualify for reenlistment	21%
To qualify for reenlistment	15%
To pass the SQT	14%
To obtain a high school diploma	8%

n= 131/131

*Based on 131/151 soldiers who said they are interested in taking BSEP II classes in the future.

content is not of interest to the students, it is highly likely that their achievement will not be as great as possible. And, if soldiers' educational needs are not attended to, there is a possibility that voluntary enrollments in JSEP will decrease.

Effects of BSEP II Training

This section pertains to the effects of BSEP II training: its relevance to commanders' needs, unit needs, and soldiers' needs. In addition, it addresses the expected effect of JSEP on these needs.

1. How does BSEP II affect unit needs? In general, ESOs, teachers, commanders and NCOs, and soldiers all view BSEP II as having a positive effect on the unit's needs. Although in the previous section it was reported that, when enrolling in BSEP II programs, soldiers have as their primary goal GT improvement and general knowledge, and not MOS improvement, BSEP II nevertheless seems to have a positive effect on soldiers' performance on the job and in the unit.

Commanders and NCOs agreed that BSEP II training contributes to unit readiness by "providing soldiers with the prerequisite skills they need to carry out their part of the unit's training and operations activities" (see Table 32). Although they agree that BSEP II contributes to unit readiness, on a ranking of benefits of BSEP II training, unit readiness received the lowest rating (see Table 33). The greatest benefits of BSEP training seemed to be in the area of attitude development. On that same ranking, commanders and NCOs ranked self esteem, motivation, and trainability as the greatest benefits derived by soldiers from BSEP II training. It is not surprising

Table 32

BSEP II Training and Unit Readiness
(Com-9)

	Commanders' and NCOs' Responses
Agree or strongly agree that BSEP II training contributes to unit readiness	61%
Disagree or strongly disagree that BSEP II training contributes to unit readiness	16%

n=195/199

Table 33

Ranking of Benefits of BSEP II Training
(Com-13)

	Commanders' and NCOs' Mean Ranking*
Self esteem	2.0
Motivation	3.3
Trainability	3.3
Job performance	3.9
Self discipline	4.6
Leadership	5.4
Unit readiness	5.9

n=136/199

*Benefits were ranked on a seven point scale; 1=most important, 7=least important.

that these attitudinal factors are ranked so high. Contractor developed BSEP II programs tend to emphasize development of self concept. In fact, one of the programs suggests to its teachers that 50% of their job is to develop soldiers' self esteem. Asked if they felt better about themselves as soldiers after taking BSEP II training, about two-thirds of the soldiers said they felt "better" or "very much better" (see Table 34). JSEP developers should keep in mind the enhancement of soldiers' self concept while developing job related computer software or make sure to provide supplemental materials and procedures.

Even though commanders and NCOs agree that BSEP II affects unit readiness, they favor the development of a functional BSEP program over a program that teaches skills without regard for a soldier's MOS (see Table 35). The two concepts are not mutually exclusive but it may take a conscious effort to incorporate both on a systematic basis.

2. How does BSEP II training contribute to soldiers' performance? Commanders and NCOs recognize that sending some soldiers to BSEP does create some scheduling and staffing problems at the unit level. Nevertheless, the majority believe it is worth it (see Table 36). Soldiers consider the positive effects of BSEP on their job performance to be more pronounced (see Table 37). Soldiers tend to view BSEP as also having a positive effect on their other military duties. MOS oriented JSEP should increase the positive effects on job performance.

As stated above, BSEP's greatest effects seem to be in the area of attitude development. ESOs, teachers, and commanders and NCOs agree that BSEP directly affects soldiers' general attitude, motivation, and their

Table 34

Effect of BSEP II on Soldiers' Self Concept
(S-41)

	Soldiers' Responses
Since taking BSEP II training, feel better or very much better about self	68%
Since taking BSEP II training, feel same about self	29%
Since taking BSEP II training, feel worse or very much worse about self	3%

n=144/145

Table 35

Functional BSEP II vs. Current BSEP II
(C-4)

	Commanders' and NCOs' Responses
Favor functional BSEP II	74%
Favor current BSEP II	26%

n=150/151

Table 36

Value of BSEP II
(Com-10b)

	Commanders' and NCOs' Responses		
	agree or strongly agree	disagree or strongly disagree	undecided
BSEP II training is worth it because it improves soldiers' performance.	60%	16%	22%

n=93/96

Table 37

Effect of BSEP II
(S-39)

	Soldiers' Responses		
	good or very good effect	no effect	bad or very bad effect
Effect on soldier's job performance	81%	17%	2%
Effect on other military duties	39%	34%	6%

n=115/145

career growth. They also agree that BSEP II training has an indirect positive effect on soldiers' skill qualifications and MOS job performance (see Table 38). This conforms to statements made to us by commanders and NCOs during informal interviews. They saw visible changes in soldiers' motivation and general attitude. The changes in attitude and motivation then produced an effect on soldiers' skill qualifications and job performance. Thus BSEP had an indirect, but positive effect on these areas of soldiers' development.

By and large, soldiers view themselves as motivated to perform their jobs well (see Table 39). And, they report that they learn "somewhat" or "much faster" on the job since taking BSEP II training (see Table 40). It is important for curriculum developers to take note of the positive effects felt by soldiers and that the JSEP materials sustain these positive effects. If the materials and the instruction are effective, learning progress will be apparent. However, if all such materials and instruction are strictly job related e.g., how to be a better cook, and not associated with the basic skills which may help the soldier get promoted, reclassified, or reenlisted, the positive effects may be dissipated.

3. How is JSEP expected to affect unit needs? Commanders and NCOs have a favorable impression of JSEP benefits (see Table 41). A large portion feel that JSEP would have a positive effect on the unit training and work schedules because it would improve the job skills of soldiers. Some also recognize the hardships placed on soldiers who remain in the unit while BSEP soldiers attend classes. An almost equal number also recognize the

Table 38

Effect of BSEP II Training on Soldiers' Development*
(A-11, B-21, C-3)

	Positive DIRECT Effect			Positive INDIRECT Effect		
	ESOs	teachers	commanders and NCOs	ESOs	teachers	commanders and NCOs
General attitude	64%	68%	40%	27%	20%	23%
Motivation	62%	71%	38%	25%	16%	27%
Career growth	56%	56%	45%	35%	23%	21%
Skill qualification	29%	30%	26%	51%	36%	33%
MOS job performance	24%	20%	22%	53%	44%	36%
n=	127/130	281/289	141/151	127/130	281/289	141/151

*Respondents' choices were: direct positive effect, indirect positive effect, negative effect, no effect, don't know.

Table 39

Motivation on Job
(S-36)

	Soldiers' Responses
Somewhat or very motivated to perform well on the job	84%
Neutral about job	15%
Somewhat or very unmotivated to perform well on the job	3%

n=145/145

Table 40

Effect of BSEP II Training on Job
(S-40)

	Soldiers' Responses
After BSEP II, learn somewhat or much faster	67%
No change after BSEP II	30%
After BSEP II, learn somewhat or much slower	2%

n=145/145

Table 41

Expected Effect of JSEP
(C-7)

		Commanders' and NCOs' Responses
Positive effect	It would improve the job skills of JSEP students	52%
Negative effect	An unfair burden would be put on other soldiers in the unit	25%
No effect	Other soldiers in the unit would perform job tasks of JSEP students	24%
Positive effect	It would contribute to unit morale	21%
No effect	JSEP students can make up unit work after classes	6%

n=148/151

positive effects of JSEP on the unit's morale. The burden on the units may be lessened if JSEP scheduling can be as flexible as possible.

Comparing BSEP with their expectations for JSEP, ESOs expected JSEP to be more effective than BSEP in improving soldiers' MOS job performance and in improving their skill qualifications (see Table 42). They expected no change from JSEP regarding soldiers' career growth, general attitudes, and motivation.

Skills Training in BSEP

This section reviews how basic skills and learning skills have been taught in BSEP and reports soldiers' needs for learning these skills. The following subjects will be considered: the importance of basic skills for good job performance, soldiers' ability level in the basic skills, problems soldiers have with the skills, and the training they have received in the skills. Basic skills are identified as reading, communications, mathematics, and English as a second language. Learning skills are sometimes called "enabling" skills. They include such skills as memorizing, note taking, interpreting graphs, and knowing where to find information.

1. What basic skills are taught in BSEP and should be taught in JSEP?

The importance given to the basic skills for good job performance and soldiers' reported deficiencies in these skills areas are presented in Table 43. Some of the specific skills included are clearly not directly related to the performance of MOS tasks. They are, however, perceived by the majority of soldiers as being very important to job performance. If

Table 42

Effectiveness of JSEP vs. BSEP II
(A-37)

	ESOs' Responses		
	JSEP is more effective	same	BSEP II is more effective
Improving soldiers' MOS job performance	74%	22%	2%
Improving soldiers' skill qualifications	69%	22%	5%
Enhancing soldiers' career growth	44%	43%	9%
Improving soldiers' general attitudes	24%	55%	18%
Improving soldiers' motivation	22%	52%	19%

n=124/130

Table 43

Importance of Basic Skills for Good Job Performance and Skills in Which Soldiers Feel They Should Do Better (S-8)

	Soldiers' Responses	
	I should do better	very important to job
READING, in order to:		
learn legal rules about sales contracts, insurance policies, banking, and credit transactions	34%	56%
get information from tables, graphs, charts	21%	47%
learn new words, abbreviations, and symbols	20%	58%
get information from pictures, diagrams, schematics, and maps	20%	51%
find information by using tables of contents, indexes, and dictionaries	20%	56%
learn new rules about how things work	14%	73%
find out in what order to do the job steps	11%	77%
USING NUMBERS		
use formulas	54%	47%
add, subtract, multiply, and divide fractions and decimals	22%	71%
add, subtract, multiply and divide whole numbers	11%	79%
MEASURING THINGS, in order to		
use metric and non-metric systems to find out how long or far things are	38%	48%
find out the volume of different shaped containers	38%	40%
find out how much area is in different shaped figures	35%	42%
WRITING		
write a request for information about housing, pay, Army regulations, banking, insurance, etc.	30%	66%
write instructions for how to do a job task	19%	70%
fill out Army forms	15%	72%
write a description of what you did	15%	59%
write a work order or a report that describes what is wrong with a piece of equipment	13%	80%

cont.

Table 43

Importance of Basic Skills for Good Job Performance and Skills in Which Soldiers Feel They Should Do Better (Contd.)

	Soldiers' Responses	
	I should do better	very important to job
LISTENING SKILLS, in order to:		
learn new facts and rules from lectures	17%	68%
understand social conversations	15%	67%
understand spoken instructions	12%	83%
understand questions other people ask	10%	82%
SPEAKING SKILLS, in order to:		
take part in a social conversation	15%	53%
ask questions	15%	79%
tell someone how to do a job task	12%	83%
tell someone what is wrong with a piece of equipment	11%	80%
tell someone what you did	10%	65%

n=188/192

JSEP is limited only to those skills directly associated with MOS job task requirements, the curriculum may neglect some equally important skills.

In the area of reading, soldiers report that they are most deficient in learning legal rules. However, they say that the most important reading skills for job performance are learning rules about how things work and finding out the order in which the job steps should be performed. In the remaining reading skills, soldiers express confidence in their performance. It is interesting to note that there is a discrepancy between those skills considered important for good job performance, and those in which soldiers thought they should perform better. In addition, when commanders and NCOs ranked the basic skills, reading was the skill in which soldiers were considered most deficient (see Table 44).

Regarding their use of numbers, soldiers reported deficiencies mainly in using formulas. However, this was not the area considered most important to good job performance. Rather, they said that adding, subtracting, multiplying and dividing fractions, decimals, and whole numbers were the most important skills for the job.

Measuring things was an area soldiers tended to rate as less important to their job than other skills and one in which they said they were relatively competent.

Writing and listening skills are considered very important to good job performance. However, soldiers did not report major deficiencies in these areas. Although soldiers said they were competent in these skills, commanders and NCOs ranked writing and listening skills second and third as

Table 44

Skills in Which Soldiers Have Problems, Received Training, and Improved the Most

	Commanders' and NCOs' Responses	Soldiers' Responses	Soldiers' Responses
	mean ranking of problem skills*	skills in which training was received	skills most improved
Reading	2.3	73%	52%
Writing	2.5	50%	33%
Listening	3.7	34%	not asked
Mathematics	3.7	81%	66%
Speaking	3.8	not asked	not asked
Measuring	5.5	not asked	not asked
Spelling	not asked	64%	41%
Vocabulary building	not asked	72%	53%
Making sentences	not asked	50%	26%
	n=148/199	n=128/145	n=127/145

*Problem skills were ranked on a six-point scale; 1=greatest problem, 6=least problem.

problem areas in which training would help soldiers perform better in the unit. Writing a work order or a report that describes what is wrong with a piece of equipment, and understanding spoken instructions or questions other people ask, were the most important listening skills for good job performance.

Soldiers reported that speaking skills are important to good job performance, particularly asking questions, and telling someone how to do a job task or what is wrong with a piece of equipment. However, in all of the speaking skills soldiers appeared to express confidence in their performance.

In each of the basic skill areas soldiers rate as most important for good job performance, soldiers rate themselves as relatively competent. However, interviews with commanders and NCOs, as well as their responses on the questionnaires, indicate that soldiers' performance may not be as good as they think it is. Possibly, the skills in which soldiers say they are deficient are those needed for non job related tasks or for soldiers' career goals. Regardless of the discrepancy between skills needed on the job and those needed for everyday life, it would be wise to provide soldiers with the instruction needed in the basic skills areas for their personal satisfaction, self esteem, and sense of educational attainment. Such a discrepancy should be taken into account when curriculum in the basic skills is developed.

The data in Tables 43 and 44 raise some issues of emphasis in course content for JSEP developers. Should primary emphasis be given to those skills that are deemed to be most important to job performance or to those

relevant skills in which the greatest deficiencies appear to exist? Assuming that soldiers' perceptions of these factors are accurate, the two are not the same.

If the course developed includes all prerequisite competencies and if the time allotted for the course permits soldiers to take all of the lessons in which a deficiency is demonstrated, the question of emphasis disappears. If, however, a substantial number of soldiers need more remedial training time than they will be allowed to take in order to alleviate all of their prerequiste deficiencies, some type of priority assignment of training modules will have to be incorporated into the course management plan. The developers cannot escape this issue by relying on the results of placement tests because this just changes the question to one of weighting the questions in the placement test in accordance with relative job importance. Unitary weights imply that the training emphasis will be in accordance with demonstrated deficiencies regardless of their relative importance to job performance.

The question also arises whether the soldiers' perceptions of job importance and level of need are accurate. Commanders and NCOs ranked the skills in which soldiers had the most problems. The problem skill areas ranked first, second, and third were reading, writing, and listening. The problem skill areas ranked fourth, fifth, and sixth were mathematics, speaking, and measuring. However, soldiers reported that they received the most training in reading, mathematics, and vocabulary building, and improved the most in those same three areas. These areas should not be omitted by JSEP developers. However, writing and listening skills should probably be

emphasized in the JSEP curriculum, although these would appear to be least well suited for computer based instruction.

2. What learning skills are taught in BSEP and should be taught in JSEP? Just as basic skills are needed for job performance as well as for everyday activities, learning skills are required for soldiers' adjustment to military life in general as well as for their job performance. Soldiers' needs for learning skills on and off the job and those in which remediation needs to take place will be examined.

Since we were interested in the broad question of basic skills requirements for soldiers regardless of the source of those requirements, some data were collected relating to Army life in general. Adjustment and acclimation to assignment at a new post, particularly the initial permanent duty station, influences soldiers' general motivational levels and the manner in which they perform their jobs. Attention in JSEP to acclimating soldiers to a new assignment may be warranted even though such instruction is not directly related to MOS job tasks. To interpret "functional" or "job relatedness" in its narrowest rather than its broadest sense may lead to the exclusion of useful contextual materials from JSEP that could not only build basic skills but could convey useful information at the same time.

A little over half the soldiers reported that they had problems when they first came to the post (see Table 45). They experienced the greatest difficulties making barracks or housing arrangements, and in finding out about rules and regulations at the post. In both cases, logical thinking skills, or reference skills would have helped soldiers in these two tasks. JSEP developers might focus on these learning skills.

Table 45

Soldiers' Problems Adjusting to Post*
(S-17)

Problems	Soldiers' Responses
Barracks or housing arrangements	56%
Dining facilities	19%
Medical facilities	20%
Finding out about post rules and regulations	51%
Learning my new job	37%
Educational programs given on the post	38%
Making new friends	18%
Finding out about the local community	37%

*Based on 108/192 soldiers who said they did have problems adjusting to the post.

Almost half the soldiers reported that orientation briefings were very useful when they first arrived at the post (see Table 46). Less helpful were printed orientation materials, organized Army activities, and their own activities. These reports conform to soldiers' and commanders' statements regarding soldiers' problem skill areas as well as the areas in which they need remediation: reading, writing, and listening. Printed orientation materials require reading skills, whereas orientation briefings require listening skills. Soldiers' listening skills are superior to their reading skills.

The data in Tables 45 and 46 demonstrate the relevance of some basic skills to non-job task related activities engaged in by soldiers in order to cope with general military life situations. These may be as important to career success as are the direct job related activities. JSEP developers should keep in mind that the RCA prerequisite competency data bank and its lead or illustrative statements are restricted only to job related activities. If non-MOS job task contexts are included the developers will have to seek guidance for contextual situations elsewhere. The early report of Paradigm Inc. on Initial Entry Training Course Survival Skills may be of some use for this purpose.

Commanders and NCOs and soldiers agree that the most important learning skill for good performance is paying attention to details (see Table 47). Commanders and NCOs ranked this skill first in a list of eight learning skills in which training would help soldiers perform better in the unit. However, soldiers rated memorizing equally important to good job performance whereas commanders and NCOs ranked it fifth in importance. Soldiers also

Table 46

Usefulness of Orientation Activities
(S-18)

	Soldiers' Responses		
	very useful	helped a little	no help
Orientation briefings	42%	42%	8%
Printed orientation material	29%	47%	13%
My own activities*	18%	3%	2%
Organized Army activities**	13%	5%	4%

n=185/192

*Soldiers listed their own activities including: sports, traveling, and music.

**Soldiers listed such Army activities as: organized sports or classes.

Table 47

Skills in Which Soldiers Received Training or in Which Training Would Improve Performance in BSEP II or in the Unit

	Commanders' and NCOs' responses	Soldiers' responses	Soldiers' responses	Soldiers' responses
	mean ranking of skills in which training would help soldiers perform better in the unit* (Com-15)	skills needed to perform better as a soldier (S-37)	skills needed to learn better during BSEP (S-33)	skills in which training was received in BSEP (S-26)
Paying attention to details	2.3	45%	31%	36%
Ways for completing tasks	3.2	34%	19%	19%
Concentrating	3.5	37%	37%	23%
Taking notes	4.0	39%	27%	28%
Memorizing	5.1	48%	48%	30%
Outlining	5.4	23%	12%	17%
Reducing anxiety for tests	6.1	21%	18%	21%
Tips for taking tests	6.5	17%	22%	39%
	n=133/199	n=121/145	n=117/145	n=128/145

*Skills are ranked on a scale of one to eight; 1=skill in which training is most needed, 8=skill in which training is least needed.

reported that skills training in task completion and in concentration would help them perform better as soldiers. Commanders and NCOs ranked these two skills second and third in their list. Soldiers also felt that the most important skill for performing well in BSEP classes was memorizing. In addition, soldiers said that skills in concentrating would help them learn better during BSEP. They reported that they had received the most training in tips for taking tests, in paying attention to details, and in memorizing. It can be assumed that tips for taking tests would be important for GT preparation as well as for success in BSEP programs. Commanders and NCOs gave tips for taking tests the lowest ranking of skills needed for better performance in the unit. Curriculum developers should probably pay particular attention to those learning skills cited by commanders and NCOs and by soldiers as important for soldiers' performance in the unit. However, because of the importance given to improvement of ASVAB (GT) scores by soldiers, skills in taking tests should not be neglected. Here again JSEP developers should be aware that most of the learning skills described above do not appear in the RCA taxonomy of prerequisite skills and are therefore not part of the data base. However, commanders and NCOs and soldiers do report the relevance and importance of these skills both to job performance and to performance in BSEP programs. It would appear that developers should consider inclusion of materials in JSEP to build these skills.

There is not much variation in the level of difficulty reported by soldiers with respect to learning skills required to learn a new job task (see Table 48). However, soldiers experience some difficulty deciding what order of job steps to use, finding information about what to do, and using

Table 48

Level of Difficulty of Elements in Learning New Job Tasks (S-7)

	Soldiers' Responses		
	easy	some problem	difficult
Decide where to start	65%	32%	3%
Understand what someone tells you to do	67%	27%	5%
Match parts that are shown in pictures, diagrams, and schematics in soldier's manuals, training manuals, or field manuals to actual equipment or terrain	60%	32%	6%
Find what you need to know in a soldier's manual, training manual, or field manual	59%	31%	9%
Find information about what to do	56%	40%	5%
Use information from tables, charts, or graphs	48%	40%	8%
Decide what order of job steps to use	43%	51%	6%

n=190/192

information from tables, charts, or graphs. These learning skills require the ability to sequence steps, to discover appropriate references, and to apply information. JSEP developers should probably incorporate these skills into the curriculum for each of the JSEP lessons. Studying about these skills in a text or workbook might not be sufficient for applying them later on the job. The curriculum should probably include hands on situations where soldiers are required to learn new job tasks involving these learning skills.

It is commonly assumed that soldiers have difficulty using the soldier's manual, the field manuals, and training manuals. For this reason, of the military materials teachers used in BSEP II programs, the manuals are the most frequently used materials. However, according to reports by the soldiers, the manuals present few problems to them (see Table 49). In fact, a sizeable number report they rarely use their field manuals or their training manuals. Soldiers appear to use the soldier's manual with greater frequency. This subject will be discussed in reference to teaching methods in a following section. Soldiers reported that when using manuals, matching parts in pictures, diagrams, and schematics, and getting information from charts and graphs presented the greatest problems.

TEACHING METHODS

In most educational programs, teaching methods are given the least consideration. Whereas curriculum may be highly specific and standardized, the methods for conveying the information are highly varied and sometimes haphazardly planned and executed. In the case of BSEP II programs, certain

Table 49

Problems Soldiers Have Using Manuals

	Soldiers' Responses		
	soldier's manual (S-10)	field manual (S-12)	training manual (S-14)
Finding the job information	12%	9%	8%
Understanding the written parts of the manual	20%	13%	10%
Matching parts or terrain that are shown in the manual in pictures, diagrams, and schematics with those on actual equipment or on the actual terrain	29%	21%	21%
Understanding mathematics	14%	11%	13%
Getting information from charts and graphs in the manual	28%	19%	21%
I have no problems	31%	19%	30%
I rarely use a manual	14%	45%	32%
	n=156/192	n=153/192	n=154/192

contractors focus more attention on teachers' attitudes with students than they do on teaching methods. Sometimes contractors provide pre-service or in-service workshops for teachers. However, we have found that these often concentrate on discussion of curriculum content rather than effective means for teaching the curriculum.

Like all adult learners, BSEP students have individual learning styles, problems, and preferences. Not all adults learn equally well from the same learning approaches. JSEP developers will have to make a choice of either using a single approach which will disregard the different learning styles of each individual or of using multiple approaches and developing methods for diagnosing which particular approaches are best for a given soldier. Because many BSEP students have minimal communications skills which often mediate effective learning, it is likely that a variety of approaches may be most effective in stimulating interest and learning.

In order to identify possible approaches to use with soldiers, the different methods soldiers use to learn tasks and information and the approaches they prefer to use are presented. These methods are then compared with those typically employed by teachers in BSEP II programs. Also examined are the expectations regarding the teaching methods and materials identified for use in JSEP.

How Do Soldiers Learn?

1. How do soldiers learn new information or new tasks?

Tables 50 and 51 report the methods used most often by soldiers when they learned a new task or sought new information. Most frequently, new job

Table 50

Methods Soldiers Use to Learn New Job Tasks

	Soldiers' Responses			
	how do you learn a new job task? (S-3)	which method do you use most often? (S-4)	which method do you use least often? (S-5)	which method is hardest for you? (S-6)
Work with an experienced soldier on the actual job task	87%	60%	12%	5%
Reading soldier's manuals, training manuals, and field manuals, and then doing the task	75%	34%	19%	27%
Lecture/demonstrations by an experienced instructor	71%	25%	21%	17%
Films and video tapes	38%	8%	38%	17%
TEC tapes	35%	9%	39%	30%
	n=169/192	n=163/192	n=152/192	n=168/192

Table 51

Methods Soldiers Use for Learning New Information

	Soldiers' Responses	
	when you don't know something or you don't know how to do a job, how often do you do this? (S-15)	when you need to know information related to the Army, how often do you do this? (S-16)
	sometimes or usually	sometimes or usually
Ask a NCO	94%	87%
Ask a buddy	85%	70%
Look it up in a soldier's manual	75%	not asked
Look it up and read about it myself	not asked	76%
Try to figure it out by myself by trial and error	76%	not asked
Look it up in a training manual	62%	not asked
Ask an officer	47%	57%
Go to the office that handles such matters and ask someone	not asked	83%
Look it up in a field manual	54%	not asked

n=176/192

tasks are learned under the direct tutelage of an experienced person. This type of learning situation involves personal attention, immediate feedback, an opportunity to get needed information simply by asking for it, and not being allowed to go too far in the wrong direction before being stopped. It will take innovative course development to include all of these factors in a computer based JSEP course. Soldiers also tended to ask a friendly source for needed information. Reading a manual and then doing a task, using films, video tapes, and TEC tapes were the methods which gave soldiers the most problems. However, these are also the methods which can most readily be incorporated in self paced, computer based courses.

Not one of the BSEP II programs that we observed used interactive demonstration/practice techniques for teaching students. The programs used predominantly self paced modular curricula in which students worked independently. Teachers did circulate in the classrooms, monitor students' work, and explain problems. Perhaps JSEP developers should question the sole use of a computer based curriculum in which opportunities for interactive demonstration/practice activities are minimal. Probably, other methods should be built into the curriculum which give students opportunities to actually practice tasks. To be most effective, JSEP developers should probably incorporate demonstration/practice techniques into the repertoire of teaching approaches used in JSEP. Also because soldiers most often asked questions of NCOs, their buddies, or responsible personnel, JSEP developers might consider peer teaching techniques or involve interactive questioning as part of the methods used (see Table 51).

2. How do soldiers prefer to learn? Not unlike students in any educational program, soldiers report that they like to learn by a variety of methods, not just from one approach (see Table 52). Educational research overwhelmingly supports this notion - a variety of methods yields the best results in learning. Soldiers showed a preference for instruction that involved interaction with a teacher - either group instruction or individual instruction. The approach which they least favored was self paced, self corrected written assignments, the approach generally used in BSEP II programs. JSEP developers should consider the effectiveness of concentrating too heavily upon individually paced computer and supplementary instruction. Rather than just being a monitor for self paced exercises, perhaps the role of the teacher could be expanded in JSEP. In order to maintain the positive effects of the student/teacher interactions, the teacher's role could include the demonstration of tasks.

3. How do soldiers use their manuals? As reported previously, there appear to be certain misconceptions about soldiers' use of the manuals. Soldiers report relatively infrequent use of their manuals. Of all the manuals, the soldier's manual is used most often (see Table 53). The manuals least used are other field manuals with half the soldiers reporting that they almost never used them.

Although soldiers report few difficulties with the manuals, the area presenting some problem to them was matching parts or terrain that are shown in the manual in pictures, diagrams, and schematics with those on actual equipment or on the actual terrain and getting information from charts and graphs in the manual (see Table 49, page 83). The curriculum materials that

Table 52

Ways Soldiers Like to Learn
(D-12)

	Soldiers' Responses		
	I like learning this way	it doesn't matter to me	I don't like learning this way
Group instruction--a teacher works mainly with the entire class?	59%	19%	14%
Individual instruction -- a teacher works with each student for short periods?	58%	19%	14%
Self-paced, self-corrected written assignments	41%	21%	25%
Self-paced instruction by audiovisual presentations or by computer	40%	32%	20%

n=135/151

Table 53

Frequency of Use of Manuals

	Soldiers' Responses		
	soldier's manual (S-9)	field manual (S-11)	training manual (S-13)
Almost never	22%	50%	40%
A few times a month	32%	28%	31%
A few times a week	22%	15%	17%
Almost every day	11%	4%	11%
	n=190/192	n=185/192	n=190/192

we reviewed dealt with these areas of skill development. However, perhaps soldiers report that they have some difficulty interpreting this information and applying it on actual tasks because they study about the tasks rather than actually perform them.

For learning new job tasks, new information, or for using their manuals, soldiers appear to learn best using interactive teaching techniques which incorporate demonstration of tasks and practice of the tasks with experienced individuals. JSEP developers might consider using demonstration/practice techniques for helping soldiers to internalize this information and make them more adept at using their manuals for resolving job related problems.

How Do Teachers Teach?

The previous section presented ways that soldiers learn new information, learn new tasks, and use their manuals. This section explores the ways teachers instruct students. This includes a discussion of the way that teachers diagnose the appropriate instructional level of students, the way that a remedial plan is developed, how a teacher's time is divided in the classroom, the kinds of materials that are available, and those that are used, and teachers' interactions with students.

1. How is a soldier's appropriate level diagnosed? Teachers report that 95% of all soldiers are identified for BSEP by means of the TABE (see Table 54). Teachers seem to consider these tests to be adequate for screening soldiers (see Table 55). Although most teachers seem satisfied with the TABE as a way to identify soldiers, some criticisms were raised

Table 54

Tests Used to Screen Soldiers for BSEP II
(B-13)

	Teachers' Responses
TABE	95%
ASVAB	7%
SCAT	3%
ABLE	1%
SelectABLE	1%

n=282/289

Table 55

Adequacy of Screening Tests
(B-14)

	Yes	No
Are tests adequate?	71%	24%
Problems with tests:		
the scores are not consistent with students' demonstrated ability	32%	
minimum score is 5th grade level--some students score below 5th grade	20%	
tests do not provide sufficient diagnostic information	19%	
not all skills are tested	11%	
the language answering procedure is too difficult	9%	

n=273/289

regarding the test. Teachers said that students sometimes scored either above or below their demonstrated ability. A fifth of the teachers also reported that some students scored below the 5th grade level on the TABE. They said, however, that the TABE provides no diagnostic information below the 5th grade level. Teachers felt hampered in their ability to attend to students' deficiencies in certain skills without this diagnostic information.

Once assigned to BSEP programs, teachers report that various tests are used for proper identification of the soldiers' instructional levels (see Table 56). In about a third of the cases, teachers say that the TABE scores are used. Teachers use tests developed by the institutional contractor or that are commercially developed for diagnosing soldiers' instructional level or tests they write themselves. Most teachers seem satisfied with these identification procedures (see Table 57). However, those who were dissatisfied reported that the tests had certain deficiencies. In particular, there was poor correlation of test scores with the students' demonstrated abilities. Students performed at either a higher or lower level than the test scores indicated. Also, teachers claimed that the tests did not provide them with adequate diagnostic information about students' problems.

It is assumed that JSEP developers will assure that more directly job related and program specific tests will be used for identifying soldiers for JSEP and for preparing relevant training prescriptions based on course content. The locator and diagnostic tests developed as part of the TRADOC sponsored MOS Baseline Skills project may be used. In addition, it is

Table 56

Diagnostic Measures Used in BSEP II Programs
(B-15)

	Teachers' Responses
TABE scores	32%
Contractor/commercially developed texts	78%
Teacher developed tests	40%

n=277/289

Table 57

Adequacy of Diagnostic Measures
(B-16)

	Teachers' Responses
Tests are adequate	80%
Tests are not adequate	15%

n=275/289

anticipated that the developers will include pre-lesson or pre-module tests as part of the JSEP program. However, the official objectives of overall BSEP programs are still stated in terms of general educational development goals. If these are not changed, then JSEP developers must gather data on the relationships between the job and program specific indices and the general educational measures. Otherwise, the Army will be vulnerable to criticism that they do not have data bearing on the attainment of the officially stated goals.

2. How is a remedial plan developed? Once a soldier's instructional level is diagnosed, teachers use various means for developing a plan of study for the individual student (see Table 58). In most cases, teachers report that they prepare a daily, weekly, or entire course plan for their students. However, teachers also report that they frequently use a course plan developed by the institutional contractor. In relatively few cases do teachers use a commercially developed course plan. Under JSEP, teacher prepared plans will be eliminated by standardized procedures. Winning teachers' support for this may present some problems.

3. How do teachers divide their time in the classroom? Teachers report that they spend most of their time interacting with students in the classroom: they say they make classroom presentations and teach or tutor students (see Table 59). Teachers also report that they give and score tests, perform administrative record keeping duties, and obtain and develop curriculum materials.

Table 58

Remedial Plans Used by Teachers
(B-17)

	Teachers' Responses
Plan I prepare daily or weekly for individual student	79%
Individual course plan that I developed	66%
Standard course plan developed by institutional contractor	59%
Standard course plan commercially developed	16%
Other (write in)*	6%
n=253/289	

*Includes plans/programs developed by other teachers.

Table 59

BSEP II Teachers' Classroom Activities
(A-14)

	ESOs' Responses
Teaching or tutoring students	50%
Making classroom presentations	22%
Giving and scoring tests	11%
Administrative record keeping	9%
Obtaining and/or developing curriculum materials	6%
Other	2%

n=116/130

ESOs and teachers were asked how the BSEP II program was currently organized (see Table 60). They agreed that most of the time was spent with students working individually on written assignments. Most of the remainder of the time was spent giving lectures or oral presentations or in tutorial activities.

At the sites visited by AIR personnel, the major part of the classroom time was spent with students working on self paced materials. Teachers did tutor the students individually, but infrequently gave lectures or led discussions. There was little variation in the activities in the classroom and students often appeared sleepy or bored. Teachers commented that the self paced modular approach was beneficial in certain respects because students could enter the course at any level and work at their own pace. However, teachers said that this approach was tedious for the students and provided them with little stimulation. JSEP developers should probably aim at presenting students with a diversity of teaching approaches.

How will JSEP affect teachers' classroom activities? ESOs and teachers perceived JSEP as decreasing the time teachers spend making classroom presentations and having relatively little effect on tutoring or curriculum activities (see Table 61). Teachers appear to be mixed in their preferences for the changes that JSEP will make in their use of time in the classroom. During informal interviews, teachers expressed apprehension regarding the effect of JSEP on their role as a teacher. In particular, they were concerned that the role of the teacher would be usurped by the computer and that the teacher would be relegated to the role of monitor rather than instructor. They were also concerned that a computer based

Table 60

BSEP II Program Activities

	ESOs' Responses* (A-12)	Teachers' Responses* (B-23)
Individual work by students on written materials assigned by instructor	42%	40%
Classroom work directed by instructors, lectures or oral presentations	29%	18%
Instructor/student tutorial activities	23%	26%
Audio/visual presentations?	4%	7%
Other (write in)	1%	not asked
Testing and scoring tests	not asked	10%
Administrative record-keeping	not asked	7
Obtaining or developing curriculum materials	not asked	8
	n=116/130	n=256/289

*Respondents were asked what percent of their time they spent engaged in each activity. These figures represent the mean percent of time.

Table 61

Effect of JSEP on Teachers' Use of Time
(A-38, B-27)

		increase	no effect	decrease	Teachers' responses to change*
Making classroom presentations	Teachers	16%	37%	30%	L = 18%
	ESOs	15%	35%	49%	N = 36%
					D = 20%
Giving and scoring tests	Teachers	14%	39%	27%	L = 25%
	ESOs	00%	00%	00%	N = 37%
					D = 9%
Administrative recordkeeping	Teachers	20%	42%	18%	L = 18%
	ESOs	23%	56%	17%	N = 33%
					D = 18%
Obtaining and/or developing curriculum materials	Teachers	27%	27%	28%	L = 34%
	ESOs	29%	30%	38%	N = 28%
					D = 12%
Teaching or tutoring students	Teachers	22%	33%	28%	L = 30%
	ESOs	30%	44%	23%	N = 25%
					D = 21%

n=241/289 (Teachers)
n=126/130 (ESOs)

*L = like
N = neutral
D = dislike

program would not provide the students with the nurturing and encouragement that the teacher was trained to give. JSEP developers should consider these concerns when preparing teacher training materials and procedures.

4. What learning materials exist in BSEP II programs? According to ESOs and teachers, BSEP II learning materials generally consist of written workbooks or exercises, supplemented with lectures or oral instructions by the teacher (see Table 62). To a lesser extent, learning materials in BSEP II programs consist of technical printed reference material, videocassettes, audio tapes, computers, movies, film strips, slides, or teacher made games or materials. Self paced, modular workbooks or exercise books are probably the most frequent choice in learning materials for several reasons: they allow for standardization of curriculum and methods, they can be used by a large number of people with minimum need for instruction, and they require practically no planning on the part of a teacher. Because most BSEP II programs report high teacher turnover, it is almost essential to have such a curriculum. However, some of the disadvantages should be pointed out: they are often monotonous and promote boredom, they do not encourage interaction between teachers and students or students and students, and they do not encourage application of knowledge to actual situations: these are instructional methods mentioned earlier in this report as ones encouraging student learning. JSEP developers should consider ways that variety in the use of methods and opportunities for interaction can be included in a self paced, computer based program.

Teachers were asked which materials they used in their BSEP II classes and to rank these according to those used most frequently (see Table 63).

Table 62

Learning Materials Available in BSEP II Programs

	ESOs' Responses (A-13)	Teachers' Responses (B-22)
	mean percent	mean percent
Written workbooks and/or exercises	60%	59%
Lecture or oral instructions by the instructor	23%	24%
Technical printed reference material	8%	12%
Video-cassettes	3%	9%
Audio tape	2%	9%
Computer-based	2%	15%
Movies, film strips, slides	1%	6%
Other (write in)	2%*	18%**
	n=116/130	n=277/289

*ESOs included teacher developed materials.

**Includes teacher developed materials, worksheets, hand-outs, learning games, and group activities.

Table 63

Learning Materials Used in BSEP II Classes (B-7)*

	Teachers' Responses	
	materials used	ranking of materials used most
Commercial texts	98%	1.5
Materials you developed	91%	2.5
Dittos	80%	2.9
Teaching aids	70%	3.2
Materials developed by the military (e.g., TEC tapes, soldier's manuals, regulations, training manuals, field manuals, lists of military terms)	76%	3.6
Films or slides	26%	4.0
Magazines	54%	4.4
Experts	16%	4.5
Other (write in)		
newspapers	9%	
contractor developed materials	12%	
A.V. equipment or computer programs	7%	
	n=281/289	n=275/289

*Materials were ranked on a 1 to 5 scale; 1=most frequently used, 5=least frequently used.

They reported that they used commercial texts, materials they developed, and dittos (mimeographed materials) most frequently. They also reported frequent use of teaching aids and materials developed by the military such as TEC tapes, soldier's manuals, Army regulations, training manuals, field manuals, and lists of military terms. About half reported using magazines, whereas films or slides were used less frequently.

A JSEP course using computer based techniques will involve major changes in materials used and in the manner in which they are presented. Orientation sessions for both teachers and students will have to prepare them for these changes.

5. How are military materials used? According to teachers, the most commonly used military materials are training manuals, field manuals, and soldier's manuals (see Table 64). Approximately a quarter of the teachers said they used military materials developed by contractors or by teachers. A quarter also reported they used materials developed by the military such as Army maps, map reading materials, or military forms. TEC tapes were the materials they least frequently used.

Although most of the teachers reported that they used materials developed by the military (see Table 63), we observed that the materials were used less frequently than teachers claimed: they reported that about a quarter of their time was spent using military related materials (Table 64). In about a quarter of the classrooms in which we conducted observations, some military materials were present: e.g., the Soldier's Manual of Common Tasks, TEC tapes, or lists of military terms. However, in no case were these

Table 64

Military Materials Used by Teachers
(B-9)*

	Teachers' Responses
Training manuals, field manuals, soldiers' manuals	73%
Teacher made materials	29%
Contractor developed materials	28%
TEC tapes	14%
Other materials include Army maps and map reading materials and military forms	25%

n=235/289

*Teachers reported that 22% of their time was spent using military-related materials (B-8).

materials being used by students in the classes in which we conducted observations.

The infrequent use of military materials can be explained: in most cases teachers were not trained to use the materials. More than half of the teachers said they had not received any training to use military materials. Of those who had received training (see Table 65), a majority said their training had been in the form of inservice workshops presented by the BSEP II contractor. Other training included attendance at unspecified workshops, military service, on the job training, and other training.

Teachers with whom we spoke recognized the need for making BSEP II more job related but frequently expressed their lack of knowledge about military subjects or terminology. The JSEP modules will apparently be intended to require relatively little ability on the part of the teachers to provide explanations about military subjects. However, teachers should receive training in some of the basic terminology and concepts relating to military job tasks. A major weakness in BSEP II programs generally was the lack of teacher training, particularly in the area of teaching methods. Because BSEP II programs have been geared to a general high school curriculum, BSEP II teachers, who usually have public school teaching experience, are prepared in their subject matter to teach BSEP II classes. In the case of JSEP, however, not only should teaching methods be emphasized, but basic military subject matter should also be taught to teachers so that they can at least speak the soldiers' own job related language.

Table 65

Teacher Training to Use Military-Related Materials (B-10)*

Type of Training	Teachers' Responses
Contractor developed in-service workshops	69%
Unspecified in-service workshops	10%
Military service	5%
On the job training	5%
Other	11%

n=111/289

*While 39% of the teachers reported they had received training to use military-related materials, 59% reported that they had received no training.

Teachers identified the problems they have using military materials (see Table 66). Their major difficulty was in adapting military materials to the reading levels of students. Most BSEP II students read below the 9th grade level. However, some of the military texts are written on a more advanced level. About a quarter of the teachers reported difficulties understanding the meaning of military terms in the military materials and an equal amount said they had problems obtaining military related materials. A small percentage wrote in their responses: they said that many soldiers preferred the general education curriculum to a military related curriculum. They also reported that it was difficult to choose military materials and to adapt them to class use.

We found teachers to be receptive to using military related materials. Many teachers of BSEP II programs are spouses of service members and have a positive orientation to military life and goals. Therefore, their infrequent use of military materials in the BSEP II programs may not be due to unwillingness but rather to lack of training.

6. How frequently do teachers meet with students? We observed that teachers have frequent contact with the students on an individual basis (see Table 67). Because most students work on self paced materials that require no teacher preparation, teachers in BSEP II programs are free to work with students on an individual basis. Teachers either walk around the room providing guidance to students, or they call students to their desks, evaluate their work, and answer questions there. Teachers reported meeting with students with high frequency.

Table 66

Teachers' Problems Using Military Materials (B-11)*

	Teachers' Responses
Adapting difficult materials to students' reading levels	35%
Understanding the meaning of terms	23%
Obtaining materials	26%
Other (write in)*	10%

n=280/289

*Other difficulties include: problems with soldiers who prefer not to study military-related subjects in BSEP classes, choosing materials suitable for the large number of different MOS, and adapting manuals to class use.

Table 67

Frequency of Teacher/Student Meetings
(B-18)

	Teachers' Responses
Several times a day	36%
Once a day	35%
When needed	20%
Once a week	8%

n=286/289

Expected Effects of JSEP on Program Factors

ESOs, teachers, commanders and NCOs, and soldiers were informed about the general characteristics of the proposed JSEP program and asked to consider the expected advantages or disadvantages of the new program with regard to the effect of computer based instruction on teaching, on student learning, and on program organization.

ESOs rated the JSEP program highest in its potential to provide instruction to remote sites (see Table 68). Conversations with ESOs, particularly in USAREUR, point to the need to provide training at remote sites. ESOs are hopeful that JSEP will satisfy that problem. However, there is also concern about computer breakdowns, delays in repair, and power outages. Unless these kinds of problems are resolved, JSEP may be of no more advantage than the BSEP II programs which use innovative approaches such as mobile teaching teams to take programs to remote sites or to the field.

Teachers rated the new program highest in its potential to update the curriculum rapidly. Since BSEP II teachers are generally paid on an hourly basis, and not for outside hours devoted to curriculum development, teachers appreciate the aspects of the new JSEP program that will reduce the time they spend in planning.

In informal interviews, ESOs and teachers expressed concern about various aspects of the JSEP program. They favored a standardized program but worried that the teacher's role would be diminished by the use of computer based instruction.

Table 68

ESOs and Teachers Indicating That Computer Instruction is Highly/Extremely Likely to Provide Advantages

	ESOs' Responses (A-36)	Teachers' Responses (B-24)
More rapid update of instructional materials	38%	42%
Increased training effectiveness due to:		
higher quality training at remote sites	44%	38
simulated performance-oriented instruction	39%	29%
more individualization of instruction	33%	22%
greater potential for rapid expansion of high quality training that might be needed during mobilization	32%	26%
more consistently high quality instruction on a large scale	23%	22%
Reduced training time for the individual soldier	13%	10%
Reduced need for using expensive operational equipment for training	7%	8%
	n=127/130	n=237/289

Comparing the expected effects of JSEP with the current program, teachers did not think that JSEP would change the number of students they could teach in one class (see Table 69). Most teachers said the number in one class would stay about the same. Teachers were equally divided between those who said the amount of time they have to give to individual students would increase and those who said it would stay the same once JSEP was implemented. ESOs expected teachers to respond favorably to the program changes caused by the JSEP implementation (see Table 70). Most expected teachers to like the changes somewhat or very much. A third expected teachers to dislike the changes somewhat or very much.

How will JSEP Affect Soldiers?

1. How well do soldiers learn from BSEP instruction? In general, soldiers seem pleased with their teachers and the help they give (see Table 71). More than half responded that they understand the lectures or instructions of teachers well or very well; that the instructors explained the lessons well or very well, and that they got the right amount of help from their teachers. Based on these responses and those reported during informal interviews, soldiers seem to be satisfied with BSEP teachers. In fact, soldiers give major credit to teachers for enabling them to learn and succeed in BSEP. JSEP developers should take into account the important role of teachers in BSEP in motivating soldiers to study and persist. Perhaps certain of the JSEP program materials should be designated for the teacher to convey to students. Whatever direct or indirect role the teacher has in instruction, a teachers' guide should make the teacher feel that his or her role is important and should particularly emphasize the major

Table 69

Expected Effect of JSEP on Teachers' Activities
(B-32)

	Teachers' Responses		
	will increase	will stay the same	will decrease
The number of students teachable in one class*	26%	47%	9%
The amount of time available to individual students**	33%	33%	15%

n=235/289

*Teachers reported an average of 13 students in BSEP II classes (B-19).

**Twenty-two percent of the teachers indicated that regardless of an increase or decrease in class size or time spent with students, at the basic skill level students need a teacher for motivation, guidance, individual problems, monitoring, and work assignments. Twenty percent indicated that a computer-based curriculum would free the teacher from paperwork and preparation time and thus allow more time for individualized instruction.

Table 70

Expected Teachers' Response to JSEP Program Changes
(A-39)

	ESOs' Responses
Would like them somewhat or very much	40%
Would feel neutral about them	22%
Would dislike them somewhat or very much	31%

n=121/130

Table 71

Effectiveness of Teachers

	Soldiers' Responses		
	well	okay	poorly
(S-30) Understand teachers' lectures or spoken instructions	55%	19%	3%
(S-32) Understand teachers' explanations of lessons	63%	9%	4%

n=147/192

	more than I needed	the right amount	less than I needed
(S-31) Amount of help received from teachers	16%	54%	7%

n=147/192

	very well	fairly well	okay	poorly
(S-38) Understand spoken and written instructions received from present first-line supervisor	24%	37%	13%	3%

n=147/192

influence the teacher has in motivating and encouraging students. There may be a tendency to assume that positive feedback on a computer module will satisfy the students' need for nurturing. On the contrary, the personal contact with a "caring" teacher seems to be a key element in the success of students in BSEP.

2. Are soldiers experienced with computers and are they interested in learning by means of computer based instruction? As would be expected, most of the soldiers have not had experience learning by means of computer based instruction (see Table 72). However, most state that they would be willing to take a course using a computer based program. This high degree of willingness may be explained in several ways. First, soldiers probably recognize the advantages of learning about computers and may assume that experience operating JSEP computers will help them find employment following their Army enlistment. Second, computers are a major subject of conversation both in the media and among individuals of a variety of professions and interests. Soldiers may be curious about computers and have notions about the "miracles" they can produce.

On the negative side, we have observed students operating the Plato terminals for varying periods. In some cases the Plato experience was a supplement to the BSEP classes. In other cases, students were using the terminals at the learning center as part of GED preparation. It appears that after periods of more than one hour some students tend to fall asleep or become easily diverted. It is understandable that after sitting for long periods at any task, one's attention tends to wander, no matter how stimulating the subject matter might be. Aware of the need for variation in

Table 72

Soldiers' Acceptance of Computer/Audio-Visual Programs

		Soldiers' Responses	
		Yes	No
(D-11)	Took a course taught mainly by computer or by audio/visual presentations	19%	80%
	n=151/151		
(D-13)	Willing to take a JSEP course using a computer based program	76%	21%
	n=145/151		

methods, JSEP developers should include a variety of teaching approaches on the computer programs themselves as well as opportunities for the students to use other learning modes at regular intervals. For example, it might be helpful for students to write down lists of terms or concepts in a permanent record book while operating the JSEP terminals. By writing down the information they are learning, soldiers would be reinforcing the knowledge they are gaining when operating the terminal. In addition, using another learning mode such as writing would provide stimulation and tend to discourage boredom from developing.

How capable are soldiers to use computers? ESOs, teachers, commanders and NCOs were asked about the students' ability to operate instructional equipment in the BSEP II program and to assess their ability in the JSEP program (see Table 21, page 36). Only a small number of the ESOs said that the students' ability to operate instructional equipment was somewhat of a problem or a considerable problem under BSEP. However, considering the JSEP program, almost half of the ESOs said that operation of equipment would be somewhat of a problem or a considerable problem. Teachers shared the same concern.

ESOs and teachers also indicated concern about potential problems under the JSEP program that were of relatively little concern under the BSEP program: availability of instructional materials, the maintenance of instructional equipment, the ratio of items of instructional equipment to students, students' ability to learn from impersonal, audiovisual presentations, and their ability to learn from self paced, largely self taught instruction. They were also concerned about the availability of

instructional facilities for on-duty and off-duty classes. Recognizing this level of concern, JSEP developers would be wise to add to their training package for teachers, and to their indoctrination program for ACES staff, teachers, and commanders and NCOs, information and practice with the program which would correct any misconceptions about the program capabilities and would answer their concerns.

Because teacher training has been the weakest link in BSEP programs, JSEP developers can correct this deficiency by giving attention to the concerns which we have identified. Also, by focusing on these concerns, modification of or additions to the program by teachers at local programs can be kept at a minimum. If those involved with implementation of JSEP are clear about its capabilities and applications, there will be little need to make any changes in the program.

PROGRAM ORGANIZATION

Throughout the data collection at the various posts, we heard recommendations of personnel involved in BSEP II programs regarding the organization of the programs. Because mission requirements vary greatly, certain organizational matters should probably be handled by the individual posts. However, some program elements can be generalized across posts.

In this section, support by the command staff for the BSEP II program and its effect upon the unit are discussed. Important to the organization of any program is the degree of support shown by the command staff. In addition, recommendations are made regarding certain scheduling features to

help JSEP developers create a program which is adaptable to the widest number of posts.

Effect of BSEP II on Unit Training Activities and Applicability to JSEP

1. What effect does BSEP have on the unit? Commanders and NCOs are mixed in their feelings about the effect of BSEP on unit training schedules (see Table 73). In interviews, commanders and NCOs expressed their concern that BSEP classes removed soldiers from their duty assignments. Almost half agreed that BSEP II had a disruptive effect on unit training schedules. However, the majority of these respondents agreed or strongly agreed that BSEP II training was nevertheless worth it because it improved soldiers' performance.

Teachers, students, and commanders were also mixed in their opinions about whether the command staff would allow soldiers to complete the program even if it conflicts with scheduled unit training activities (see Table 74). Soldiers were divided with respect to whether or not they thought they would be allowed to complete the program. It is interesting that almost half of the commanders indicated that the command staff was strong in its willingness to allow soldiers to complete the program, regardless of conflicts with training activities, whereas almost half of the teachers said that the command staff would be weak in its willingness to allow completion by the soldiers.

On a similar question, commanders and NCOs and soldiers were asked about the willingness of commanders and NCOs to allow soldiers to complete BSEP/JSEP classes if the classes conflicted with scheduled unit training activities (see Table 75). Almost half of the commanders and NCOs reported

Table 73

Expected Effect of JSEP on Work Schedules
(Com-10)

	Commanders' and NCOs' Responses
BSEP II has a disruptive effect on unit training schedules and possibly on unit readiness because it requires soldiers to be absent from the unit during duty hours	48%
BSEP II does not have a disruptive effect on unit training schedules and possibly on unit readiness because it requires soldiers to be absent from the unit during duty hours	42%

n=196/199

	agree or strongly agree	undecided	disagree or strongly disagree
BSEP II is nevertheless worth it because it improves performance	60%	22%	8%

n=93/96

Table 74

Willingness of Command to Support Completion of BSEP II

	Teachers' Responses (B-25c)	Commanders' and NCOs' Responses (C-10c)	Soldiers' Responses (D-17)
Strong willingness of command to allow soldiers to complete program even if it conflicts with unit training activities	24%	40%	33%
Neutral	30%	30%	36%
Little willingness of command to allow soldiers to complete program even if it conflicts with unit training activities	41%	28%	28%
	n=275/289	n=147/151	n=146/151

Table 75

Command Support for Attendance at BSEP II Classes
(C-9, D-15, D-16, D-17)

	Commanders' and NCOs' Responses			Soldiers' Responses		
	very willing	moderately willing	reluctant	yes	no	don't know
Commanders and NCOs release soldiers from duty to attend military-related classes	54%	35%	9%	61%	13%	25%
Commanders and NCOs release soldiers from duty to attend high school diploma classes	40%	33%	25%	30%	10%	23%
Commanders and NCOs allow soldiers to complete BSEP/JSEP classes if the classes conflict with scheduled unit training activities	29%	47%	22%	33%	28%	36%
		n=147/151			n=147/151	

that they were moderately willing to allow soldiers to complete BSEP/JSEP classes. Soldiers tended to have a mixed view of the commanders' and NCOs' support of their completion of BSEP, in the event that conflicts existed with unit training activities.

It is somewhat surprising that there is such strong support for BSEP attendance, considering the disruption that it causes in unit training schedules. However, the disruption may not be as great as assumed because of the relatively small numbers of soldiers from each unit who attend BSEP classes (see Table 18, page 32). Perhaps this is why commanders and NCOs feel that the benefits of BSEP training outweigh the negative effects upon the unit.

Although about a quarter of the commanders and NCOs felt that JSEP would have a negative effect on the unit because it would place an unfair burden on the soldiers who remained in the unit performing the jobs of BSEP attendees, another quarter said that JSEP would have no effect on the unit because other soldiers could perform the job tasks of the JSEP students (see Table 41, page 66). A little more than half agreed that JSEP would have a positive effect because it would improve the job skills of JSEP students and about a fifth said it would contribute to the morale of the unit. Although these responses indicate strong support for JSEP attendance, conflict nevertheless exists regarding its on-duty nature and the disruption it causes, however little. Because JSEP may be highly adaptable to irregular schedules, it may reduce any disruption caused by the BSEP programs. In this respect, JSEP will probably be well received.

How Should JSEP Be Scheduled?

Respondents were asked to assess their experience with BSEP programs and their current needs in order to determine the most feasible and desirable methods for organizing the JSEP schedule. Specifically, ESOs, teachers, commanders and NCOs, and soldiers responded to questions about whether JSEP should consist of on-duty MOS related classes and off-duty high school classes. They also responded to questions about the length of the course, the daily schedule, the time of day when classes should be offered, the point in a soldier's enlistment when JSEP should take place, and whether it should be on-duty or off-duty. They also answered questions about the effect of JSEP on enrollments, on teachers for JSEP, and how study time should be arranged.

1. Should JSEP consist of on-duty MOS related classes and off-duty high school classes? The majority of ESOs, teachers, and commanders and NCOs thought on-duty MOS related classes and off-duty high school classes were feasible (see Table 76). Of those who objected to this schedule, a majority said that both MOS related courses and general knowledge courses should be taught on-duty. However, both ESOs and teachers felt that such a program would be undesirable. A small number of the teachers wrote in that the soldiers' attention span, learning ability, interest, motivation, and attitude are better during duty than off-duty hours. They also said that basic skills preparation should take precedence over MOS specific skills because they are prerequisites for their MOS. On the other hand, some teachers said that soldiers should be self motivated to work toward a high school diploma on their own time.

Table 76

Feasibility and Desirability of an On-Duty MOS Related JSEP and an Off-Duty High School Program

	Feasible		Desirable	
	yes	no	yes	no
(A-4Q, A-41) ESOs	75%	25%	46%	52%
(B-28, B-29) Teachers	51%	40%	28%	59%
(C-6) Commanders and NCOs	63%	36%	---*	---*

n=129/130 (ESOs)
n=263/289 (Teachers)
n=150/151 (Commanders and NCOs)

*Question not asked.

Both commanders and NCOs and soldiers reported that the command staff would be willing to release soldiers from duty to attend high school diploma classes (see Table 77). When asked how willing they were to release soldiers to attend high school diploma classes during duty hours, the majority of the commanders and NCOs said they were very willing, or moderately willing. The majority of commanders and NCOs said they were very willing to encourage soldiers to take diploma classes off duty (see Table 78). Although soldiers tended to view commanders and NCOs as willing to release them from duty for high school diploma classes, they considered the military staff to be less willing than that perceived by the commanders and NCOs.

Twice as many ESOs and teachers expected soldiers without high school diplomas to attend diploma classes on-duty as would attend them off-duty (see Table 79). The same number of soldiers, however, said they would attend classes during duty hours as would attend during off-duty hours. Table 80 shows that on a similar question, soldiers showed a slight preference for on duty classes.

Teachers thought that soldiers without high school diplomas would probably attend classes for a year or less (see Table 81). Given the relative lack of support for off-duty high school diploma classes by ESOs, teachers, commanders and NCOs, and soldiers, the advisability of planning a high school diploma program should be carefully considered.

2. How long should the course be? According to most commanders and NCOs, the BSEP course length was satisfactory (see Table 82). Soldiers, however, were mixed in their responses. About a third said that the course

Table 77

Willingness to Release Soldiers From Duty to Attend H.S. Classes

	Commanders' and NCOs' Responses (C-9b)		
	very willing	moderately willing	reluctant
Commanders and NCOs release soldiers to attend H.S. diploma classes during duty hours	40%	33%	25%
	Soldiers' Responses (D-16)		
	yes	no	don't know
Commanders and NCOs release soldiers to attend H.S. diploma classes during duty hours	30%	10%	23%

n=147/151 (Commanders and NCOs)
n= 94/151 (Soldiers)

Table 78

Willingness to Encourage Soldiers to Take H.S. Classes Off-Duty
(C-9d)

	Commanders' and NCOs' Responses
Very willing to actively encourage soldiers to attend H.S. diploma classes during off-duty hours	83%
Moderately willing to actively encourage soldiers to attend H.S. diploma classes during off-duty hours	6%
Reluctant to actively encourage soldiers to attend H.S. diploma classes during off-duty hours	8%

n=147/151

Table 79

ESOs' and Teachers' Perception of Percent of Soldiers Without H.S. Diploma Who Would Attend Classes to Obtain One (A-43, B-31, D-7)

Class Schedule	ESOs' Responses* mean%	Teachers' Responses* mean%	Soldiers' Responses mean%
Attend classes during duty hours	81%	71%	50%
Attend classes both during duty hours and during off-duty hours	47%	35%	44%
Attend classes during off-duty hours	40%	32%	50%
	n=125/130	n=180/289	n=16/151

*ESOs' and teachers' questionnaires asked for percent of BSEP II students who would attend classes.

Table 80

Soldiers' Preference for an On-Duty or Off-Duty Course
(S-43)

	Soldiers' Responses		
	yes	no	maybe
Would consider enrolling in an education course if it was given only during duty hours	66%	6%	22%
Would consider enrolling in an education course if it was given during both duty and off-duty hours	52%	8%	34%

n=180/192

Table 81

Teachers' Perceptions of How Long Soldiers Would Attend H.S. Classes for a Diploma
(B-31)

	Teachers' Responses adjusted mean
Attend classes for less than six months	67%
Attend classes during a one-year period	40%
Attend classes over a two-year period	25%

n=186/289

Table 82

Length of Course

	Commanders' and NCOs' Responses (Com-14)	Soldiers' Responses (S-24)
BSEP II course is too long or much too long	25%	6%
BSEP II course is just about right	41%	35%
BSEP II course is too short or much too short	19%	34%
	n= 188/199	n=144/192

length was about right. An equal amount felt the course was too short or much too short.

Course length varied among BSEP II programs. Some courses were two, three, or four weeks in length. Although teachers felt handicapped in trying to present an educational program in such a short period, about a third of the commanders and NCOs favored one or two week programs and slightly more favored three or four week programs (see Table 83). Although JSEP is adaptable to short, interrupted periods, teachers pointed out to us in informal interviews that if the study period is interrupted, retention of knowledge becomes a serious problem. They claim that if soldiers reenter a BSEP course following an absence, there is a necessary review period. Having to review material studied during the first cycle decreases the amount of time that can be devoted to new subjects during the second cycle. JSEP developers might wish to consider "reentry lag" and make provisions for handling it.

3. How many hours daily should classes be? Over half of the commanders and NCOs report that soldiers can be absent from duty between four and six hours daily to take JSEP classes (see Table 84). An additional one quarter of the commanders and NCOs report that soldiers can be absent for four hours daily without disrupting the training schedule, and a quarter prefer three hours a day. Apparently, the current BSEP II daily schedule of three or four hours is not inconvenient for commanders and NCOs.

Table 83

Weeks at JSEP
(C-15)

	Commanders' and NCOs' Reponses					
	0 weeks	1 → 2 weeks	3 → 4 weeks	5 → 6 weeks	7 → 8 weeks	10 weeks
Number of consecutive weeks a soldier could attend classes without having a negative effect on the unit	5%	33%	38%	13%	5%	5%

n=147/151

Table 84

Hours Daily at JSEP
(C-14)

	Commanders' and NCOs' Responses						
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours
Number of hours a soldier could be absent from duty each day to take JSEP classes	5%	1%	9%	23%	48%	2%	9%

n=146/151

4. When in the day should JSEP take place? Soldiers prefer to attend classes in the morning (see Table 85). They reported to us that they prefer to study when they are more awake and receptive. About a third, however, prefer having a flexible schedule in order to accommodate changes in their unit assignments.

5. When in a soldier's enlistment should JSEP take place? Most commanders and NCOs prefer that JSEP take place at the permanent duty station, prior to the beginning of the soldier's duty assignment (see Table 86). On the other hand, most soldiers favor attending JSEP classes in conjunction with their duty assignment. In the case of the commanders and NCOs, if JSEP is held before the duty assignment, there is less interference with the work schedule. The soldiers, however, probably prefer holding JSEP at the same time as their duty assignment so as not to postpone beginning their duty. Many soldiers seem to prefer attending BSEP classes to their other duty or training assignments.

6. Should JSEP be on-duty or off-duty? Soldiers favored on-duty attendance at JSEP courses (see Table 80, page 134). Two thirds preferred only on-duty attendance. However, half said they would attend during both on-duty and off-duty hours. Of those commanders and NCOs who thought it was not feasible to teach MOS related classes on duty and general knowledge courses off duty, about two-thirds thought all courses should be taught on duty (see Table 87).

Regarding the command staff's willingness to release soldiers from duty to attend military related JSEP classes, commanders and soldiers agreed that the command staff was highly willing (see Table 75, page 126). Over half of

Table 85

Time of Day for JSEP Classes
(D-8)

	Soldiers' Responses
Prefer to attend military related JSEP classes in the morning	46%
Prefer to attend military related JSEP classes in the afternoon	20%
Prefer a flexible schedule to permit changes in unit assignments	31%

n=146/151

Table 86

Most Opportune Time for JSEP Course

	Commanders' and NCOs' Responses (C-8)	Soldiers' Responses (D-10)
Before arriving at permanent duty station	not asked	14%
At permanent duty station, before beginning duty assignment	52%	17%
At permanent duty station in conjunction with duty assignment	44%	64%
	n=145/151	n=143/151

Table 87

On-Duty vs. Off-Duty Courses
(C-6)

	Commanders' and NCOs' Responses	
	agree	disagree
It is feasible to teach MOS-related courses during duty hours and general knowledge courses needed for a high school diploma during off-duty hours.	63%	36%
	during duty hours	during off-duty hours
If disagree,		
MOS-related courses should be taught	70%	30%
general knowledge courses should be taught	66%	34%

n=150/151

the commanders and NCOs and three-fifths of the soldiers reported high willingness on the part of the command staff.

When asked about possible problems regarding soldiers' attendance at on-duty classes under the BSEP program and JSEP, commanders and NCOs reported slightly less of a problem with JSEP (see Table 88). These and the previously reported responses of commanders and NCOs with respect to on-duty attendance suggest that JSEP should experience relatively few problems in winning command support for on-duty attendance.

7. Should there be an open-entry/open-exist system? Commanders and NCOs did not favor the open-entry/open-exit system. A little over half said that soldiers might abuse the flexible schedule and remain in the course beyond the point of need (see Table 89). If such a system is instituted in JSEP, limitations on course length should probably be established. In addition, as part of the JSEP indoctrination for commanders, the benefits of such a program for soldiers should probably be explained. However, commanders' reluctance to accept this system should be taken into account and the possibility of soldiers abusing the system should be considered.

8. How will JSEP affect enrollments? About half of the commanders and NCOs thought that enrollments in JSEP would stay the same as those in BSEP (see Table 90). Most of the rest responded that enrollments would increase.

9. Who should teach JSEP classes? Commanders and NCOs were asked whether JSEP classes should be taught by military or civilian personnel (see Table 91). Most thought that the MOS related classes could be taught by either civilians or military instructors. Almost a third thought that

Table 88

BSEP/JSEP Problem Program Factors
(C-16, C-17)

	Commanders' and NCO's Responses	
	would be somewhat of or a considerable problem under BSEP	would be somewhat of or a considerable problem under JSEP
Soldiers' attendance at on-duty classes	48%	42%
Soldiers' attendance at off-duty classes	31%	34%

n=137/151

Table 89

Expected Effect of Open-Entry, Open-Exit Program
(C-13)

	Commanders' and NCOs' Responses
It would help soldiers master the skills in which they are deficient	9%
It would meet the personal needs of the soldiers and the needs of the unit	17%
It would meet the personal needs of the soldiers but not the needs of the unit	5%
Soldiers might abuse the flexible schedule and remain in the course beyond the point of need	53%
Other	7%

n= 137/151

Table 90

Expected Effect of JSEP on Enrollments
(C-5)

	Commanders' and NCOs' Responses
Enrollments would increase	40%
Enrollments would stay the same	52%
Enrollments would decrease	4%

n=145/151

Table 91

JSEP Teachers
(C-12)

	Commanders' and NCOs' Responses
Only civilians should teach MOS-related basic skills classes	5%
Only military instructors should teach MOS-related basic skills classes	30%
Either civilians or military instructors should teach MOS-related basic skills classes	64%

n=150/151

only military instructors should teach the classes. If institutional contractors are used to conduct JSEP programs, the use of military instructors would be difficult.

10. Do soldiers have enough time to study? Most soldiers said that they had enough time to study during BSEP (see Table 92). However, two-fifths reported that military duties often kept them from going to classes or from studying. Apparently, despite interruptions in their class attendance and study schedule, soldiers were able to arrange their time satisfactorily.

Table 92

Soldiers' Perceptions of BSEP II
(S-28, S-34)

	Soldiers' Responses
Too much time for studying during BSEP II	2%
Time to study during BSEP II was about right	59%
Not enough time for studying during BSEP II	38%
During BSEP II, other military duties almost always interfered with class or studying	8%
During BSEP II, other military duties often interfered with class or studying	40%
During BSEP II, other military duties sometimes interfered with class or studying	11%
During BSEP II, other military duties rarely interfered with class or studying	16%

n=144/145

APPENDIX

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey personnel in Major Commands to gather information about BSEP activities.

Survey Questionnaire for Commanders and Key NCOs

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S):
The data collected with the attached form are to be used for research.

ROUTINE USES:
This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION:
Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

RANK _____

POST _____

1. Compared to other soldiers in your unit, what percent of the soldiers who took BSEP II perform in the top, middle, and bottom third?

Before taking BSEP II training

a. _____ % perform in the top third of all soldiers in my unit

b. _____ % perform in the middle third of all soldiers in my unit

c. _____ % perform in the bottom third of all soldiers in my unit

100% TOTAL

After taking BSEP II training

d. _____ % perform in the top third of all soldiers in my unit

e. _____ % perform in the middle third of all soldiers in my unit

f. _____ % perform in the bottom third of all soldiers in my unit

100% TOTAL

2. How motivated are soldiers in your unit who took BSEP II to perform all job-related duties?

Before taking BSEP II training

a. _____ Very highly motivated

b. _____ Highly motivated

c. _____ Motivated

d. _____ Somewhat motivated

e. _____ Not very motivated

f. _____ Don't know

After taking BSEP II training

g. _____ Very highly motivated

h. _____ Highly motivated

i. _____ Motivated

j. _____ Somewhat motivated

k. _____ Not very motivated

l. _____ Don't know

3. Compared to other soldiers in your unit, how much job supervision do soldiers who have taken BSEP II need?

Before taking BSEP II training

a. _____ Very much more

b. _____ Somewhat more

c. _____ About the same

d. _____ Somewhat less

e. _____ Very much less

f. _____ Don't know

After taking BSEP II training

g. _____ Very much more

h. _____ Somewhat more

i. _____ About the same

j. _____ Somewhat less

k. _____ Very much less

l. _____ Don't know

4. About how many soldiers in your unit who took one cycle of BSEP II training went on to take an additional cycle of BSEP II training or other more advanced educational programs?

a. _____ Most of them

b. _____ Between one-and two-thirds of them

c. _____ Less than one-third of them

d. _____ I don't have the information to make a reliable estimate

5. What percentage of soldiers in your unit who took BSEP II fit into the following categories?

Before taking BSEP II training

a. _____ % are model soldiers; never require reprimands

b. _____ % are good soldiers; require only occasional minor corrections

c. _____ % are average soldiers; require only informal reprimands

d. _____ % are adequate soldiers; require occasional counseling or formal reprimands, may have been cited for minor violations of the UCMJ

e. _____ % are marginal soldiers; require frequent counseling or formal reprimands; may have been cited for repeated violations of the UCMJ

100% TOTAL

After taking BSEP II training

f. _____ % are model soldiers; never require reprimands

g. _____ % are good soldiers; require only occasional minor corrections

h. _____ % are average soldiers; require only informal reprimands

i. _____ % are adequate soldiers; require occasional counseling or formal reprimands, may have been cited for minor violations of the UCMJ

j. _____ % are marginal soldiers; require frequent counseling or formal reprimands; may have been cited for repeated violations of the UCMJ

100% TOTAL

6. After taking BSEP II training, how often were soldiers able to do MOS-related tasks that they previously were not able to do?

a. _____ Almost always

b. _____ Frequently

c. _____ Sometimes

d. _____ Rarely

e. _____ Don't know

7. How often was the time soldiers took to learn new tasks reduced because they had taken BSEP II training?

a. _____ Almost always

b. _____ Frequently

c. _____ Sometimes

d. _____ Rarely

e. _____ Don't know

8. How often do you feel a soldier's ability to fit into the unit's overall training activities was improved because the soldier took BSEP II training?

a. _____ Almost always

b. _____ Frequently

c. _____ Sometimes

d. _____ Rarely

e. _____ Don't know

9. Do you agree that BSEP II training contributes directly to unit readiness by providing soldiers with the prerequisite skills needed to successfully carry out their part of the unit's training and operations activities?

a. _____ Strongly agree

b. _____ Agree

c. _____ Undecided

d. _____ Disagree

e. _____ Strongly disagree

10. Does BSEP II training have a disrupting effect on unit training schedules and possibly on unit readiness because of the amount of time it requires some soldiers to be absent from their unit during duty hours?

a. _____ Yes

b. _____ No

c. _____ Don't know

If YES, to what extent do you agree that BSEP II training is nevertheless worth it because of the improved soldier performance it generates?

c. _____ Strongly agree

d. _____ Agree

e. _____ Undecided

f. _____ Disagree

g. _____ Strongly disagree

11. Approximately what percentage of BSEP II soldiers in your unit attended classes for the reasons listed below?

a. _____ % Low GT score

b. _____ % Failed SQT

c. _____ % Command referral

d. _____ % Self selection

e. _____ % Job performance

f. _____ % Lack high school diploma

g. _____ % Other (write in) _____

100% TOTAL

12. Please rank order the following in terms of how often soldiers in your unit have problems in these skills. Use "1" for the most frequent problem and "7" for the least frequent.

a. _____ Reading

b. _____ Writing

c. _____ Listening

d. _____ Speaking (including but not limited to non-native English speakers)

e. _____ Mathematics

f. _____ Measuring

g. _____ Other (write in) _____

13. Rank order the following in terms of benefits derived by soldiers in your unit as a result of taking BSEP II training. Use "1" for the area in which soldiers get most benefits and "8" for the areas in which they get the least benefits.

a. _____ Job performance

b. _____ Improved discipline

c. _____ Self esteem

d. _____ Motivation

e. _____ Trainability

f. _____ Leadership

g. _____ Unit readiness

h. _____ Other (write in) _____

14. How do you feel about the average length of time soldiers from your unit typically spend in BSEP II training?

a. _____ Much too long

b. _____ Somewhat too long

c. _____ Just about right

d. _____ Somewhat too short

e. _____ Much too short

f. _____ Undecided

15. In which of the following skill areas would specific training help soldiers in your unit to perform better? Rank order them using "1" to indicate the most helpful and "8" to indicate the least helpful.

a. _____ Memorizing things

b. _____ Taking notes

c. _____ Outlining

d. _____ Concentrating while working

e. _____ Paying attention to details

f. _____ Learning how to complete assigned tasks

g. _____ Reducing anxiety about taking tests

h. _____ Learning tips for taking tests

i. _____ Check here if you feel that none of the above improves a soldier's performance in your unit very much.

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey personnel in Major Commands to gather information about BSEP activities.

Questionnaire for Soldiers in Operational Units

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE. AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S):
The data collected with the attached form are to be used for research.

ROUTINE USES.
This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION:
Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

POST _____

1. What is your MOS? _____

2. What is your current rank? _____

3. How do you learn a new job task on this post?

a. Lecture/demonstrations by experienced instructor	☐ Yes	☐ No
b. Reading Soldier's Manuals, Training Manuals and Field Manuals, and then doing this task	☐ Yes	☐ No
c. TEC tapes	☐ Yes	☐ No
d. Films and video tapes	☐ Yes	☐ No
e. Work with experienced soldier on the actual job task	☐ Yes	☐ No

Write in any other method used to learn a new job task on this post

f. _____

_____

g. _____

_____

4. Which method from question 3 did you use most often to learn a new job task?

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

5. Which method from question 3 did you use least often to learn a new job task?

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

6. Which method from question 3 is hardest for you to use to learn a new job task?

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

7. When you learn a new job task, how hard is it for you to do the following?

	Check one for each activity		
	Easy	**Some Problem**	**Hardest Part**
a. Decide where to start	_____	_____	_____
b. Decide what order of job steps to use	_____	_____	_____
c. Find information about what to do	_____	_____	_____
d. Understand what someone tells you to do	_____	_____	_____
e. Find what you need to know in a Soldier's Manual, Training Manual, or Field Manual	_____	_____	_____
f. Match parts that are shown in pictures, diagrams and schematics in Soldier's Manuals, Training Manuals or Field Manuals to real equipment or terrain	_____	_____	_____
g. Use information from tables, charts, graphs	_____	_____	_____
Write in anything else that is hard for you to do			
h. _____	_____	_____	_____
i. _____	_____	_____	_____

8. Below is a list of skills. Read each one. Decide how important the skill is to doing a good job in your present assignment. Put a check mark in column 1 for each skill. Then go back over the list and put a check mark in column 2 to show how well you think you do each skill listed.

SKILL	1 How important is it? Not Very	Some	Very Important	2 How well do you do? Very Well	I get by	I should do better
READING, in order to						
a. find out in what order to do the job steps	____	____	____	____	____	____
b. get information from pictures, diagrams, schematics, maps	____	____	____	____	____	____
c. get information from tables, graphs, charts	____	____	____	____	____	____
d. find information by using tables of contents, indexes, dictionaries	____	____	____	____	____	____
e. learn new words, abbreviations and symbols	____	____	____	____	____	____
f. learn new rules about how things work	____	____	____	____	____	____
g. learn legal rules about sales contracts, insurance policies, banking and credit transactions	____	____	____	____	____	____
USING NUMBERS						
a. add, subtract, multiply and divide whole numbers	____	____	____	____	____	____
b. add, subtract, multiply and divide fractions and decimals	____	____	____	____	____	____
c. use formulas	____	____	____	____	____	____
MEASURING THINGS, in order to						
a. use metric and non-metric systems to find out how long or far things are	____	____	____	____	____	____
b. find out how much area is in different shaped figures	____	____	____	____	____	____
c. find out the volume of different shaped containers	____	____	____	____	____	____

SKILL	1 How important is it? Not Very	Some	Very important	2 How well do you do? Very Well	I get by	I should do better
WRITING						
a. write instructions for how to do a job task						
b. write a description of what you did						
c. write a work order or a report that describes what is wrong with a piece of equipment						
d. fill out Army forms						
e. write a request for information about housing, pay, Army regulations, banking, *insurance, etc.*						
LISTENING SKILLS, *in order to*						
a. understand spoken instructions						
b. understand questions other people ask						
c. learn new facts and rules from lectures						
d. understand social conversations						
SPEAKING SKILLS, in order to						
a. ask questions						
b. tell someone what you did						
c. tell someone how to do a job task						
d. tell someone what is wrong with a piece of equipment						
e. take part in a social conversation						

9. How often do you use a Soldier's Manual?	Check One
a. Almost never	_____
b. A few times a month	_____
c. A few times a week	_____
d. Almost everyday	_____
e. I don't have a Soldier's Manual for my MOS	_____
f. My usual job isn't in the MOS I hold	_____

10. Which of the following give you any problems when you try to use a Soldier's Manual? You may check more than one.	Check One or More
a. Finding the job information	_____
b. Understanding the written parts of the book	_____
c. Matching parts or terrain that are shown in the book in pictures, diagrams, and schematics with those on actual equipment or on the actual terrain	_____
d. Understanding mathematics	_____
e. Getting information from charts and graphs in the book	_____
f. No problems	_____
g. I don't use a Soldier's Manual	_____

11. How often do you use a Field Manual?	Check One
a. Almost never	_____
b. A few times a month	_____
c. A few times a week	_____
d. Almost every day	_____

12. Which of the following give you any problems when you try to use a Field Manual?	Check One or More
a. Finding the job information	_____
b. Understanding the written parts of the Field Manual	_____
c. Matching parts or terrain that are shown in the Field Manual in pictures, diagrams, and schematics with those on actual equipment or on the actual terrain	_____
d. Understanding mathematics	_____
e. Getting information from charts and graphs in the Field Manuals	_____
f. No problems	_____
g. I rarely use a Field Manual	_____

13. How often do you use a Training Manual?

	Check One
a. Almost never	_____
b. A few times a month	_____
c. A few times a week	_____
d. Almost every day	_____

14. Which of the following gives you any problems when you try to use a Training Manual?

	Check One or More
a. Finding the job information	_____
b. Understanding the written parts of the Training Manual	_____
c. Matching parts or terrain that are shown in the Training Manual in pictures, diagrams and schematics with those on actual equipment or on the actual terrain	_____
d. Understanding mathematics	_____
e. Getting information from charts and graphs in the Training Manual	_____
f. No problems	_____
g. I rarely use a Training Manual	_____

15. How often do you do any of the following when you run across something you don't know or a job you don't know how to do?

	Check one for each activity		
	I usually do this	I sometimes do this	I never do this
a. Ask a buddy	_____	_____	_____
b. Ask a NCO	_____	_____	_____
c. Ask an officer	_____	_____	_____
d. Look it up in a Soldier's Manual	_____	_____	_____
e. Look it up in a Field Manual	_____	_____	_____
f. Look it up in a Training Manual	_____	_____	_____
g. Try to figure it out by myself by trial and error	_____	_____	_____

16. When you need to know something about Army regulations, housing, pay, educational programs, etc., how often do you do any of the following?

a. Ask a buddy	_____	_____	_____
b. Ask a NCO	_____	_____	_____
c. Ask an officer	_____	_____	_____
d. Look it up and read about it myself	_____	_____	_____
e. Go to the office that handles such matters and ask someone	_____	_____	_____

17. Did you have any of the following problems when you first came to this post?
If yes, which of the following gave you any problem?

☐ Yes ☐ No

Check One or More

a. Barracks or housing arrangements _____
b. Dining facilities _____
c. Medical facilities _____
d. Finding out about post rules and regulations _____
e. Finding out about the local community _____
f. Learning my new job _____
g. Educational programs given on the post _____
h. Making new friends _____

Write in any additional problems you had:

_____

_____

18. How useful were the following when you first came to this post?

Check one for each activity

	Very Useful	Helped a little	No help	I didn't receive/ participa
a. Orientation briefings	_____	_____	_____	_____
b. Printed orientation material	_____	_____	_____	_____
c. Organized Army activities (Write in) _____	_____	_____	_____	_____
d. My own activities (Write in) _____	_____	_____	_____	_____

19. Did you take a BSEP I course before or during Basic Training, OSUT, or AIT? ☐ Yes ☐ No

If yes, did you volunteer for it? ☐ Yes ☐ No

Do you now feel that the time and effort you spent on it was worth it? ☐ Yes ☐ No

20. Did you ever take a BSEP II course? ☐ Yes ☐ No

If you answered YES, go to Question 21.
If you answered NO, answer Question 20. Then go to Question 43.

If you did not take a BSEP II course, why not?

a. I wasn't eligible _____
b. No one talked to me about taking it _____
c. My unit wouldn't let me off from duty _____
d. I thought it would be too much time and trouble _____
e. I didn't want other soldiers to think I was goofing off _____
f. I didn't want other soldiers to think I wasn't very smart _____

21. If you took a BSEP II course, how did you get enrolled? **Check**

a. I volunteered because I thought it might help me get a different MOS _____

b. I volunteered because I thought it might help me to qualify for reenlistment _____

c. The education counselor suggested it because of my low test scores. _____

d. The education counselor suggested it because I didn't have a high school diploma _____

e. I failed an SQT _____

f. I don't know _____

22. Do you now feel that the time and effort you put into the BSEP II program was worth it? ☐ Yes ☐ No

23. How long was the BSEP II course you took?

a. 30 hours or less _____

b. 31 - 60 hours _____

c. 61 - 90 hours _____

d. over 90 hours _____

24. What do you think of the amount of time you spent in BSEP II training?

a. Much too long _____

b. Somewhat too long _____

c. Just about enough time _____

d. Somewhat too short _____

e. Much too short _____

25. How interested were you in learning the materials covered in BSEP II training?

a. Very interested _____

b. Somewhat interested _____

c. Neither interested nor uninterested _____

d. Somewhat uninterested _____

e. Very uninterested _____

23. In which of the following areas did you receive training? (You may check more than one)

a. Spelling _____

b. Vocabulary building _____

c. Making sentences _____

d. Writing _____

e. Reading _____

f. Mathematics _____

g. Listening _____

h. Following instructions _____

i. Memorizing things _____

j. Taking notes _____

k. Outlining _____

l. Concentrating on what you were doing _____

m. Paying attention to details _____

n. Ways for completing assigned tasks _____

o. Reducing anxiety about taking tests _____

p. Tips for taking tests _____

27. How difficult was BSEP II course work for you?

a. Very difficult _____

b. Somewhat difficult _____

c. Not difficult _____

d. Somewhat easy _____

e. Very easy _____

28. How do you feel about the amount of time you had studying during BSEP II?

a. Too much _____

b. About right _____

c. Not enough _____

29. In which areas did you improve the most during BSEP II training? (You may check more than one)

a. Spelling _____

b. Vocabulary building _____

c. Making sentences _____

d. Writing _____

e. Reading _____

f. Mathematics _____

g. Check here if you didn't improve in any of these _____

30. How well did you understand lectures or spoken instructions given by the instructors?

a. Very well _____

b. Well _____

c. Okay _____

d. Poorly _____

e. Very poorly _____

31. How much help did you get from your instructors?

a. More than I needed _____

b. About the right amount _____

c. Less than I needed _____

32. How well did your instructors explain the lessons?

a. Very well _____

b. Well _____

c. Okay _____

d. Poorly _____

e. Very poorly _____

33. In which of the following did you need training in order to learn better during BSEP II. (You may check more than one)

a. Memorizing things _____

b. Taking notes _____

c. Outlining _____

d. Concentrating on what you were working on _____

e. Paying attention to details _____

f. Ways for completing assigned tasks _____

g. Reducing anxiety about taking tests _____

h. Tips for taking tests _____

i. Check here if you don't think that any of these would have helped you much _____

34. During BSEP II, how often did other military duties keep you from going to your classes or studying?

a. Almost always _____

b. Often _____

c. Sometimes _____

d. Rarely _____

e. Almost never _____

35. During BSEP II, how did classes and studying affect your performance on other military duties?

a. It had a very good effect _____

b. It had a fairly good effect _____

c. It didn't affect them _____

d. It had a fairly bad effect _____

e. It had a very bad effect _____

36. How motivated are you to perform well on the job you do most often?

a. Very motivated _____

b. Somewhat motivated _____

c. Neither motivated nor unmotivated _____

d. Somewhat unmotivated _____

e. Very unmotivated _____

37. Which of the following do you think would help you to perform better as a soldier? (You may check more than one)

a. Memorizing _____

b. Taking notes _____

c. Outlining _____

d. Concentrating while working _____

e. Paying attention to details _____

f. Ways for completing assigned tasks _____

g. Reducing anxiety about taking tests _____

h. Tips for taking tests _____

i. Check here if you feel none of these things would be of much help to you to perform better as a soldier _____

38. How well do you understand the spoken and written instructions you get from your present first-line supervisor? (Sergeant?)

a. Very well _____

b. Fairly well _____

c. Okay _____

d. Poorly _____

39. What was the effect of BSEP II training on your performance as a soldier?

a. A very good effect _____

b. A fairly good effect _____

c. No effect _____

d. A fairly bad effect _____

e. A very bad effect _____

40. How much has BSEP II training affected how fast you learn on the job?

a. I now learn much faster _____

b. I now learn somewhat faster _____

c. No difference _____

d. I now learn somewhat slower _____

e. I now learn much slower _____

41. How has BSEP II training affected the way you feel about yourself as a soldier?

a. I feel much better _____

b. I feel somewhat better _____

c. I feel about the same _____

d. I feel somewhat worse _____

e. I feel much worse _____

42. If you had it to do over again, how would you feel about taking BSEP II?

a. I would want to very much _____

b. I would be willing _____

c. I wouldn't care one way or the other _____

d. I would not want to at all _____

Why do you feel this way about BSEP II training?

43. If an education course offered the following, would you consider enrolling in it?	Check one for each activity Yes	Maybe	No
a. Given only during duty hours	_____	_____	_____
b. Given during both duty and off-duty hours	_____	_____	_____
c. Will get me a high school diploma	_____	_____	_____
d. Will get me a G.E.D.	_____	_____	_____
e. Will get me credit towards civilian apprenticeship requirements	_____	_____	_____
f. A good chance it will raise my ASVAB test scores so I can qualify for assignment to a different MOS	_____	_____	_____
g. A good chance it will raise my ASVAB test scores so I can qualify for reenlistment	_____	_____	_____

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey Education Services Officers and ACES staff regarding the development of a standardized, functionally-oriented BSEP II.

BSEP II Questionnaire for ESOs and ACES Staff

A

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE AR 70-1
AUTHORITY 10 USC Sec 4503

PRINCIPAL PURPOSE(S)
The data collected with the attached form are to be used for research

ROUTINE USES
This is an experimental personnel data collection form developed by the U.S Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1 When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only Full confidentiality of the responses will be maintained in the processing of these data

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION
Your participation in this research is strictly voluntary Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information This notice may be detached from the rest of the form and retained by the individual if so desired

JSEP QUESTIONNAIRE

A new contract, sponsored by the Office of the Adjutant General and monitored by the US Army Research Institute, will develop a standardized Job Skills Education Program (JSEP) for all soldiers in their first duty assignment who demonstrate that they are deficient in the prerequisite skills and knowledge required for successful performance in their MOSs. The purpose of this questionnaire is to obtain information about the way the proposed JSEP will interface with the current BSEP II and to gather your opinions on the feasibility and desirability of various aspects of JSEP. Please give us your frank opinions. Replies will be used for research purposes only and will help determine the need for a standardized program and the desirable structure for such a program.

In order to answer the questions in an informed way, you may need some background data on the proposed JSEP. Below are comments on goals, implementation schedule, components, and computer-based instructional system. The comments might help you understand more about the program.

Goals of JSEP

The goals of JSEP are:

- to improve soldiers' job performance,
- to improve soldiers' skill qualifications, and
- to provide opportunities for career growth.

JSEP Implementation Schedule

The program will fit into the following general BSEP structure based on career status: BSEP will be designed for soldiers in the training base (e.g., BT, AIT, OSUT); and JSEP will be designed for soldiers in their first duty assignment.

JSEP Components

The program will have two components. Some soldiers will participate in only the first component, while others will participate in both. The components are:

- job skills education oriented toward learning specific prerequisite MOS skills and knowledge, and
- whatever additional instruction is necessary to allow soldiers to acquire a high school diploma.

To meet the objectives of the first component, JSEP will be designed to be far more job-related than most current BSEP activities. The content of many JSEP modules will be determined by the prerequisites for a given MOS or cluster of MOSs. As part of the MOS Baseline Skills Project (monitored by TRADOC), a major analysis has already been made of the prerequisites associated with 94 high-density MOSs. The JSEP contract will evaluate the usability of this analysis and will revise it as necessary.

To meet the objectives of the second component, programs of instruction will be developed for additional educational courses necessary for granting high school diplomas. A plan will also be developed for gaining acceptance of JSEP courses in 22 states having high concentrations of soldiers. Rather than using a single credentialing institution (e.g., GED), the Army will use appropriately accredited and state-certified institutions to offer the program and to grant the diploma.

It is expected that JSEP modules will be based upon the prerequisite skills and knowledges included in the detailed taxonomy developed as part of the MOS Baseline Skills Project. Materials within these general areas are likely to be based on specialized MOS or MOS cluster needs. Learning-strategy skills will be included. The target audience for JSEP is to be all soldiers in their first duty assignment who demonstrate the need for remediation. A short, general screening or locator test will be given and, based on performance on the screening test, some soldiers will take diagnostic tests. Entry into the program will be based on the results of these job-related diagnostic tests rather than standardized tests. JSEP education prescriptions will be based on diagnostic test performance.

Computer-Based Instructional System

JSEP materials will be modularized in order to facilitate open-entry/open-exit programs using self-paced instruction. It is expected that a minimum of 50% of the JSEP curricula will be computer-based. Non-computer-based materials will also be created as modules. All materials will be developed in accordance with TRADOC Pamphlet 350-30.

NOTE:

The questions below refer to the new program as FBSEP II (the original name). However, the program's name has been officially changed to JSEP. Please keep this in mind when answering the questions.

1/14/83

BSEP II Questionnaire for ESOs and ACES Staff

Date _____

Army Post At Which You Are Located _____

Major Command

ACC	____	INSCOM	____	USAREUR	____
DARCOM	____	KOREA	____	USMA	____
FORSCOM	____	MDW	____	TRADOC	____
HSC	____	MTMC	____	WESTCOM	____
		USAJ	____		

1. How many permanent duty enlisted soldiers were enrolled in BSEP II during FY 82? ____

2. Approximately what percentage of these soldiers did not have high-school diplomas or had GT scores below 90? ____%

3. What was the lowest number of BSEP II enrollments at any period during FY 82? ____

4. What was the highest number of BSEP II enrollments at any period during FY 82? ____

5. What was the lowest number of BSEP II instructional staff at any period during FY 82? ____

6. What was the highest number of BSEP II instructional staff at any period during FY 82? ____

7. How many dependent personnel were enrolled in BSEP II classes during FY 82? ____

8. What was the average BSEP II student-to-instructor ratio during FY 82? ____

9. How much emphasis is given to each of the following in your current BSEP II program?

	Strong	Some	Weak	None
• raising ASVAB scores, e.g., GT, etc.	____	____	____	____
• improving current MOS performance	____	____	____	____
• obtaining high-school diplomas	____	____	____	____
• obtaining G.E.D. certificates	____	____	____	____
• passing SQTs	____	____	____	____
• raising ECL test scores	____	____	____	____
• improving ability to cope with military life	____	____	____	____
• raising scores on general education tests, e.g., TABE, ABLE, etc.	____	____	____	____
• improving English language skills	____	____	____	____
• other (write in) _____	____	____	____	____
_____	____	____	____	____

10. Which of the above receives primary emphasis in your current program?

_____

11. What effect does the current BSEP II instruction at your post have on soldiers'

	Positive Effect		Negative Effect	No Effect	Don't Know
	direct	indirect			
• MOS job performance?	____	____	____	____	____
• career growth?	____	____	____	____	____
• skill qualification?	____	____	____	____	____
• general attitude?	____	____	____	____	____
• motivation?	____	____	____	____	____

12. Approximately what percent of your current BSEP II program involves

- classroom work directed by instructors? ____%
- individual work by students on written materials assigned by instructor? ____%
- audio-visual presentations? ____%
- instructor/student tutorial activities? ____%
- other (write in) _____ ____%

_____ ____%
100 %

13. Approximately what percent of BSEP II learning materials are:

- lecture or oral instructions by instructor? ____%
- written workbooks and/or exercises? ____%
- technical printed material? ____%
- video-cassettes? ____%
- audio tape? ____%
- movies, film strips, slides? ____%
- computer-based? ____%
- other (write in) _____ ____%

100 %

14. On the average, what percent of BSEP II instructors' time is spent on:

- making classroom presentations? ____%
- teaching or tutoring students on a one-to-one basis? ____%
- giving and scoring tests? ____%
- administrative record-keeping? ____%
- obtaining and/or developing curriculum materials? ____%
- other (write in) _____ ____%

_____ ____%
100 %

Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

15. Availability of instructional materials
16. Student motivational level attributable to kind and amount of soldier/teacher contacts and interaction
17. Maintenance of instructional equipment
18. Ratio of items of instructional equipment to students
19. Student ability to operate instructional equipment
20. Student ability to learn from non-personal, audio-visual presentations
21. Student ability to learn from self-paced, largely self-taught instruction
22. Determining appropriate student entry levels
23. Student satisfaction with a standardized curriculum
24. Teacher acceptance of and willingness to use a standardized curriculum

	CURRENT BSEP			PROPOSED FBSEP			
	is a considerable problem	is somewhat of a problem	is little or no problem	not applicable to present program	would be a considerable problem	would be somewhat of a problem	would be little or no problem	would not be applicable on this post
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								

Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

25. Teacher acceptance of and willingness to use a curriculum that involves presentation of much of the instructional materials by mechanical means

26. Teacher ability and willingness to operate and/or to learn how to operate instructional equipment

27. Soldier attendance at on-duty classes

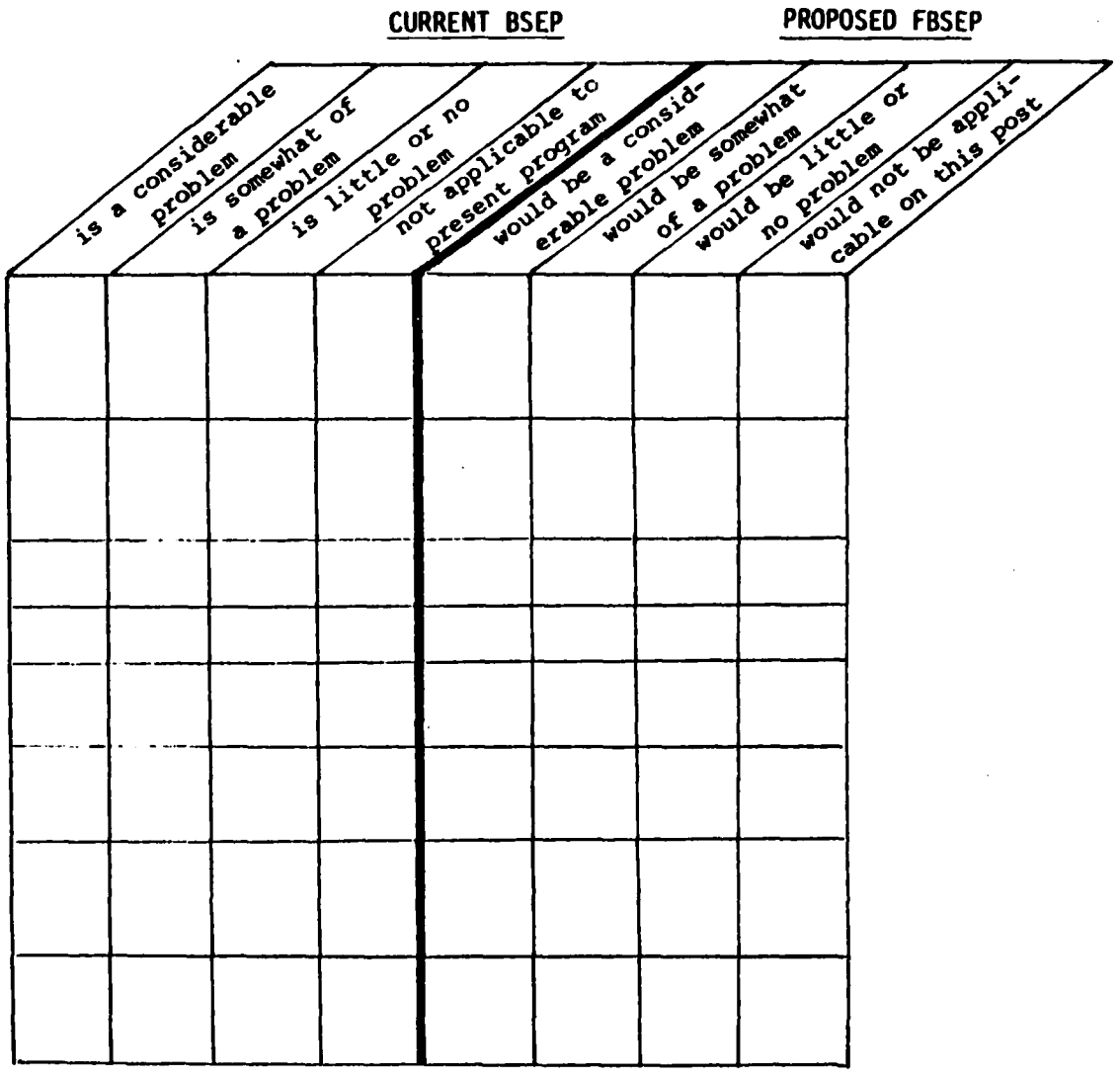
28. Soldier attendance at off-duty classes

29. Getting qualified teachers to teach on-duty classes

30. Getting qualified teachers to teach off-duty classes

31. Availability of instructional facilities for on-duty classes (classrooms, audio-visual equipment, computer facilities)

32. Availability of instructional facilities for off-duty classes (classrooms, audio-visual equipment, computer facilities)

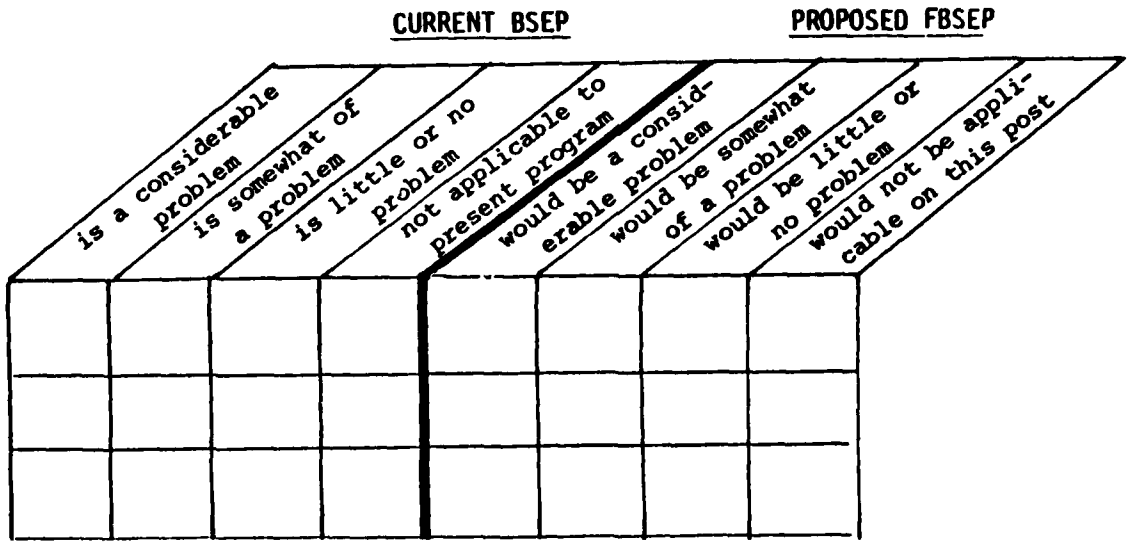


Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

33. Relevance of curriculum to soldiers' needs

34. General command support for the program

35. Release of soldiers from duty to attend on-duty classes



36. Following is a list of advantages expected to be gained from the use of a computer-based instructional system. Indicate with a check how likely you think it is that the advantages would be achieved if FBSEP II, as proposed, were developed and implemented at your post.

	Not Likely	Slightly Likely	Moderately Likely	Highly Likely	Extremely Likely
• reduced training time for the individual soldier	____	____	____	____	____
• reduced need for using expensive operational equipment for training	____	____	____	____	____
• more rapid update of instructional materials	____	____	____	____	____
• increased training effectiveness due to					
(1) more consistently high quality instruction on a large scale	____	____	____	____	____
(2) higher quality training at remote sites	____	____	____	____	____
(3) simulated performance-oriented instruction	____	____	____	____	____
(4) more individualization of instruction	____	____	____	____	____
(5) greater potential for rapid expansion of high quality training that might be needed during mobilization	____	____	____	____	____

37. In comparison to your current BSEP II program, how effective would you expect a fully developed and implemented FBSEP II program, as proposed, to be in:

	More Effective	Same	Less Effective
• improving soldiers' MOS job performance?	_____	___	_____
• enhancing soldiers' career growth?	_____	___	_____
• improving soldiers' skill qualifications	_____	___	_____
• improving soldiers' general attitudes?	_____	___	_____
• improving soldiers' motivation?	_____	___	_____

38. If FBSEP II, as proposed, is developed and implemented on your post, what effect do you think it would have on the amount of time instructors spend

	Increase	No Change	Decrease
• making classroom presentations?	_____	_____	_____
• teaching or tutoring students on a one-on-one basis?	_____	_____	_____
• obtaining and/or developing curriculum materials?	_____	_____	_____
• administrative record-keeping?	_____	_____	_____
• other (write in) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

39. How do you think the instructors would feel about such changes, if any, in their work activities?

- would like them very much ____
- would like them somewhat ____
- would feel neutral about them ____
- would dislike them somewhat ____
- would dislike them very much ____

40. Is it feasible to teach MOS-related prerequisite knowledge and skills during duty hours and general knowledge and skills needed to grant a high-school diploma off-duty?

Yes ___ No ___

41. Is it desirable to teach MOS-related prerequisite knowledge and skills during duty hours and general knowledge and skills needed to grant a high-school diploma off-duty?

Yes ___ No ___

42. In general, what value do you feel soldiers who did not hold a high-school diploma when they entered the Army place on getting some type of educational credential during their first enlistment?

- High ____
- Moderate ____
- Little ____
- None ____

43. What percentage of soldiers without a high-school diploma do you feel would be willing to attend:

- on-duty classes to obtain one? ____%
- off-duty classes to obtain one? ____%
- a combination of on-duty and off-duty classes to obtain one? ____%

44. Following are some reasons that a soldier might seek to obtain a high-school diploma during his or her first enlistment. Rank order them in terms of what you feel their comparative incentive value is for soldiers on your post. Use "1" to indicate the reason with the greatest incentive value, and so on.

- greater self-esteem ____
- better job prospects after leaving the service ____
- entrance to training/education programs after leaving service ____
- requirement for MOS reclassification in Army ____
- requirement for promotion in Army ____
- entrance to training/education program in the Army ____
- other (write in) _____ ____

_____ ____

_____ ____

GENERAL COMMENTS

The following questions address your general feelings about the desirability and feasibility of developing and implementing FBSEP II, as proposed, within the next three years.

To what extent is there a need for the development of a new, standardized curriculum of any kind for use Army-wide in BSEP II?

How desirable is it to have a BSEP II program for which a large portion of the instructional material is presented by a computer or in conjunction with a computer system?

Any other general comments you would care to make regarding the development of the proposed FBSEP II curriculum:

Thank you very much for your help.

OIL

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey Teachers regarding the development of a standardized, functionally oriented BSEP II.

BSEP II Questionnaire for Teachers

B

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE. AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S).
The data collected with the attached form are to be used for research.

ROUTINE USES.
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JSEP QUESTIONNAIRE

A new contract, sponsored by the Office of the Adjutant General and monitored by the US Army Research Institute, will develop a standardized Job Skills Education Program (JSEP) for all soldiers in their first duty assignment who demonstrate that they are deficient in the prerequisite skills and knowledge required for successful performance in their MOSs. The purpose of this questionnaire is to obtain information about the way the proposed JSEP will interface with the current BSEP II and to gather your opinions on the feasibility and desirability of various aspects of JSEP. Please give us your frank opinions. Replies will be used for research purposes only and will help determine the need for a standardized program and the desirable structure for such a program.

In order to answer the questions in an informed way, you may need some background data on the proposed JSEP. Below are comments on goals, implementation schedule, components, and computer-based instructional system. The comments might help you understand more about the program.

Goals of JSEP

The goals of JSEP are:

- to improve soldiers' job performance,
- to improve soldiers' skill qualifications, and
- to provide opportunities for career growth.

JSEP Implementation Schedule

The program will fit into the following general BSEP structure based on career status: BSEP will be designed for soldiers in the training base (e.g., BT, AIT, OSUT); and JSEP will be designed for soldiers in their first duty assignment.

JSEP Components

The program will have two components. Some soldiers will participate in only the first component, while others will participate in both. The components are:

- job skills education oriented toward learning specific prerequisite MOS skills and knowledge, and
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To meet the objectives of the first component, JSEP will be designed to be far more job-related than most current BSEP activities. The content of many JSEP modules will be determined by the prerequisites for a given MOS or cluster of MOSs. As part of the MOS Baseline Skills Project (monitored by TRADOC), a major analysis has already been made of the prerequisites associated with 94 high-density MOSs. The JSEP contract will evaluate the usability of this analysis and will revise it as necessary.

To meet the objectives of the second component, programs of instruction will be developed for additional educational courses necessary for granting high school diplomas. A plan will also be developed for gaining acceptance of JSEP courses in 22 states having high concentrations of soldiers. Rather than using a single credentialing institution (e.g., GED), the Army will use appropriately accredited and state-certified institutions to offer the program and to grant the diploma.

It is expected that JSEP modules will be based upon the prerequisite skills and knowledges included in the detailed taxonomy developed as part of the MOS Baseline Skills Project. Materials within these general areas are likely to be based on specialized MOS or MOS cluster needs. Learning-strategy skills will be included. The target audience for JSEP is to be all soldiers in their first duty assignment who demonstrate the need for remediation. A short, general screening or locator test will be given and, based on performance on the screening test, some soldiers will take diagnostic tests. Entry into the program will be based on the results of these job-related diagnostic tests rather than standardized tests. JSEP education prescriptions will be based on diagnostic test performance.

Computer-Based Instructional System

JSEP materials will be modularized in order to facilitate open-entry/open-exit programs using self-paced instruction. It is expected that a minimum of 50% of the JSEP curricula will be computer-based. Non-computer-based materials will also be created as modules. All materials will be developed in accordance with TRADOC Pamphlet 350-30.

NOTE:

The questions below refer to the new program as FBSEP II (the original name). However, the program's name has been officially changed to JSEP. Please keep this in mind when answering the questions.

1/14/83

BSEP II Questionnaire for Teachers

Post _____ Date _____

Time in present position _____

Major Command

ACC	____	INSCOM	____	USAREUR	____
DARCOM	____	KOREA	____	USMA	____
FORSCOM	____	MDW	____	TRADOC	____
HSC	____	MTMC	____	WESTCOM	____
		USAJ	____		

1. What subject(s) are you presently teaching at this post? _____

_____

_____

2. What subject(s) have you taught at this post in the past? _____

_____

_____

3. Have you taught these subjects to adults in the past? Yes ___ No ___

Where	Years
_____	_____
_____	_____
_____	_____

4. Have you had training in how to teach these subjects? Yes ___ No ___
(e.g., workshops, college courses)

Describe Training	Sponsor
_____	_____
_____	_____
_____	_____

5. How many years have you been teaching

in an Army setting? ____

at this post? ____

adult education outside the military ____

other ____

total years ____

6. Are you a certified teacher? Yes ___ No ___

What state(s)? _____

7. Which of the following materials do you use in class? (Check as many as apply in the Check column.)

	Check	Ranking
• materials developed by the military (e.g., TEC tapes, soldiers manuals, training manuals, field manuals, Army regulations, lists of military terms)	____	____
• commercial texts	____	____
• teaching aids	____	____
• dittos	____	____
• materials you developed	____	____
• films or slides	____	____
• magazines	____	____
• experts	____	____
• other (write in) _____	____	____
• other (write in) _____	____	____

Now go back to the Ranking column and indicate which five of these materials you use most by ranking them on a "1" to "5" scale. Use "1" for the most frequently used material, and so on.

8. What percent of the class time do you spend using military-related materials? _____%

9. List the military materials that you use. _____

_____

_____

10. Did you receive training for teaching military-related materials?

Yes ___ No ___

If "yes," describe _____

_____

11. Do you have any of the following problems using military-related materials?

- understanding the meaning of terms _____
- adapting difficult materials to students' reading levels _____
- obtaining materials _____
- other _____ _____

_____ _____

12. What is the major focus of your BSEP II program? _____

_____

_____

13. What tests are currently used at your post to identify (screen) soldiers for BSEP II?

_____

_____

14. Are these tests adequate for identifying soldiers for the BSEP II program?

Yes ___ No ___

If "no," what problems exist with these tests? _____

_____

_____

15. What diagnostic tests and/or procedures do you use to place soldiers at their appropriate level for remediation within your course?

_____

_____

_____

16. Are these diagnostic tests or procedures adequate for placing soldiers at the appropriate level?

Yes ___ No ___

If "no," what problems exist with these diagnostic tests?

_____

_____

_____

17. What kind of remedial program do you use? (Check all that apply.)

- standard course plan developed by institutional contractor ____
- standard course plan commercially developed ____
- individual course plan that I developed ____
- plan I prepare daily or weekly for individual student ____
- other _____ ____

_____ ____

18. How often do you meet with each student to review his or her progress in the course?

- several times a day ____
- once a day ____
- once a week ____
- when needed ____

19. What is the average number of students that you usually have in your class? ____

20. How much emphasis is given to each of the following in your current BSEP II class?

	Strong	Some	Weak	None
• raising ASVAB scores, e.g., GT, etc.	____	____	____	____
• improving current MOS performance	____	____	____	____
• obtaining high-school diplomas	____	____	____	____
• obtaining G.E.D. certificates	____	____	____	____
• passing SQTs	____	____	____	____
• raising ECL test scores	____	____	____	____
• improving ability to cope with military life	____	____	____	____
• raising scores on general education tests, e.g., TABE, ABLE, etc.	____	____	____	____
• improving English language skills	____	____	____	____
• other (write in) _____	____	____	____	____
_____	____	____	____	____

21. What effect does the current BSEP II instruction at your post have on soldiers'

	Positive Effect		Negative Effect	No Effect	Don't Know
	direct	indirect			
• MOS job performance?	____	____	____	____	____
• career growth?	____	____	____	____	____
• skill qualification?	____	____	____	____	____
• general attitude?	____	____	____	____	____
• motivation?	____	____	____	____	____

22. Approximately what percent of BSEP II learning materials are

- lecture or oral instructions? ____%
- written workbooks and/or exercises? ____%
- technical printed reference material? ____%
- video-cassettes? ____%
- audio tape? ____%
- movies, film strips, slides? ____%
- computer-based? ____%
- other (write in) _____ ____%

_____ ____%
100 %

23. Approximately what percent of the time in your current BSEP II program is spent in:

- lectures or oral presentations that you give? ____%
- individual work by students on written materials that you assign? ____%
- audio-visual presentations? ____%
- teaching or tutoring students on a one-to-one basis? ____%
- giving and correcting tests? ____%
- administrative record-keeping? ____%
- obtaining and/or developing curriculum materials? ____%

100 %

24. Following is a list of advantages expected to be gained from the use of a computer-based instructional system. Indicate with a check how likely you think it is that the advantages would be achieved if FBSEP II, as proposed, were developed and implemented at your post.

	Not Likely	Slightly Likely	Moderately Likely	Highly Likely	Extremely Likely
• reduced training time for the individual soldier	____	____	____	____	____
• reduced need for using expensive operational equipment for training	____	____	____	____	____
• more rapid update of instructional materials	____	____	____	____	____
• increased training effectiveness due to					
(1) more consistently high quality instruction on a large scale	____	____	____	____	____
(2) higher quality training at remote sites	____	____	____	____	____
(3) simulated performance-oriented instruction	____	____	____	____	____
(4) more individualization of instruction	____	____	____	____	____
(5) greater potential for rapid expansion of high quality training that might be needed during mobilization	____	____	____	____	____

25. How would you describe

	Strong	Neutral	Weak
• the general support shown by the military staff for the educational programs?	_____	_____	____
• the willingness of the military staff to release soldiers for BSEP classes?	_____	_____	____
• the willingness of the military staff not to take soldiers out of class for unit responsibilities?	_____	_____	____

26. Can you suggest any changes in the BSEP II program that would improve your students' chances of success in the Army?

_____

_____

27. If FBSEP II, as proposed, is developed and implemented on your post, how would it change the amount of time you spend (First indicate the effect on your time. Then indicate in the Personal Preference column how you would feel about any such changes. Place an "L" for like; "N" for neutral; and "D" for dislike beside each change you have marked.)

	Increase	No Effect	Decrease	Personal Preference
• making classroom presentations?	_____	_____	_____	_____
• teaching or tutoring students on a one-to-one basis?	_____	_____	_____	_____
• obtaining and/or developing curriculum materials?	_____	_____	_____	_____
• administrative record-keeping	_____	_____	_____	_____
• giving and scoring tests?	_____	_____	_____	_____
• other _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

28. Is it feasible to teach MOS-related prerequisite knowledge and skills during duty hours and general knowledge and skills needed to grant a high-school diploma during off-duty hours?

Yes ___ No ___

Explain _____

_____

29. Is it desirable to teach MOS-related prerequisite knowledge and skills during duty hours and general knowledge and skills needed to grant a high-school diploma during off-duty hours?

Yes ___ No ___

Explain _____

_____

30. At your post, approximately what percentage of students enroll in BSEP II classes in order to obtain a high-school diploma or G.E.D. certificate? _____%

31. What percentage of the students in BSEP II would do the following (The percentages do not have to equal 100%)

	to get a high school diploma?	to get a G.E.D. certificate?
• attend classes during duty hours	_____ %	_____ %
• attend classes during off-duty hours	_____ %	_____ %
• attend classes both during duty hours and during off-duty hours	_____ %	_____ %
• attend classes for less than six months	_____ %	_____ %
• attend classes during a one-year period	_____ %	_____ %
• attend classes over a two-year period	_____ %	_____ %

32. If FBSEP II, as proposed, is developed and implemented on your post, how would such a computer-based curriculum affect

	Increase	Stay the Same	Decrease
• the number of students you can teach in one class?	_____	_____	_____
• the amount of time you have to give to individual students?	_____	_____	_____

Please explain _____

_____

_____

_____

Consider the following factors in terms of how much of a problem they <u>are</u> with the current BSEP II program on your post and how much of a problem you feel they <u>would be</u> if an FBSEP II program were implemented on your post:

	CURRENT BSEP				PROPOSED FBSEP			
	is a considerable problem	is somewhat of a problem	is little or no problem	not applicable to present program	would be a considerable problem	would be somewhat of a problem	would be little or no problem	would not be applicable on this post
33. Availability of instructional materials								
34. Student motivational level attributable to kind and amount of soldier/teacher contacts and interaction								
35. Maintenance of instructional equipment								
36. Ratio of items of instructional equipment to students								
37. Student ability to operate instructional equipment								
38. Student ability to learn from non-personal, audio-visual presentations								
39. Student ability to learn from self-paced, largely self-taught instruction								
40. Determining appropriate student entry levels								
41. Student satisfaction with a standardized curriculum								
42. Teacher acceptance of and willingness to use a standardized curriculum								

Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

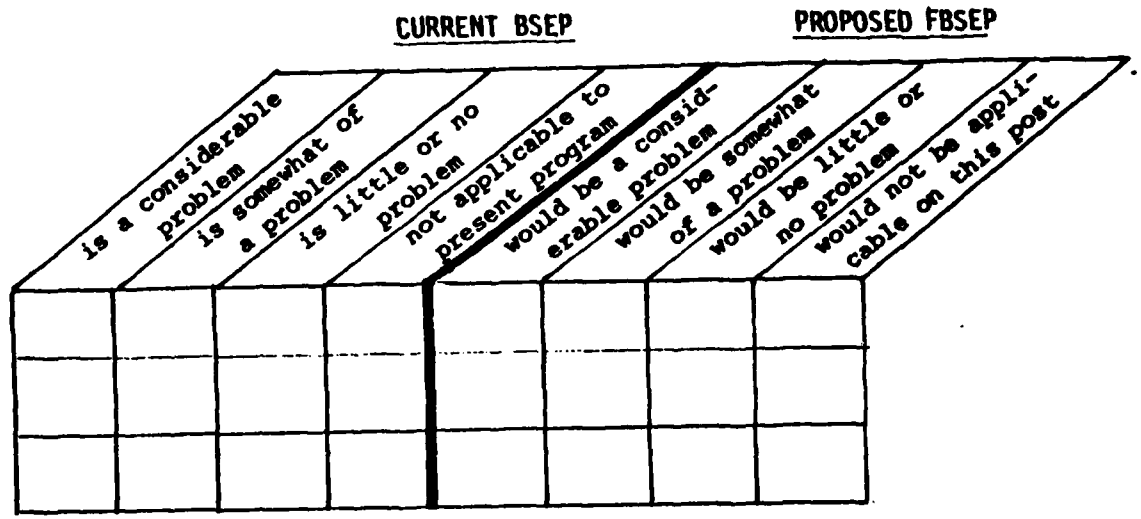
	CURRENT BSEP				PROPOSED FBSEP			
	is a considerable problem	is somewhat of a problem	is little or no problem	not applicable to present program	would be a considerable problem	would be somewhat of a problem	would be little or no problem	would not be applicable on this post
43. Teacher acceptance of and willingness to use a curriculum that involves presentation of much of the instructional materials by mechanical means								
44. Teacher ability and willingness to operate and/or to learn how to operate instructional equipment								
45. Soldier attendance at on-duty classes								
46. Soldier attendance at off-duty classes								
47. Getting qualified teachers to teach on-duty classes								
48. Getting qualified teachers to teach off-duty classes								
49. Availability of instructional facilities for on-duty classes (classrooms, audio-visual equipment, computer facilities)								
50. Availability of instructional facilities for off-duty classes (classrooms, audio-visual equipment, computer facilities)								

Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

51. Relevance of curriculum to soldiers' needs

52. General command support for the program

53. Release of soldiers from duty to attend on-duty classes



GENERAL COMMENTS

The following questions address your general feelings about the desirability and feasibility of developing and implementing FBSEP II, as proposed, within the next three years?

To what extent is there a need for the development of a new, standardized curriculum of any kind for use Army-wide in BSEP II?

How desirable is it to have a BSEP II program for which a large portion of the instructional material is presented by a computer or in conjunction with a computer system?

Any other general comments you would care to make regarding the development of the proposed FBSEP II curriculum:

Thank you very much for your help.

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey Commanders and Key NCOs regarding the development of a standardized, functionally-oriented BSEP II.

BSEP II Questionnaire for Commanders and Key NCOs

C

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE AR 70-1
AUTHORITY. 10 USC Sec 4503

PRINCIPAL PURPOSE(S)
The data collected with the attached form are to be used for research

ROUTINE USES
This is an experimental personnel data collection form developed by the U S Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1 When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only Full confidentiality of the responses will be maintained in the processing of these data

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION.
Your participation in this research is strictly voluntary Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information This notice may be detached from the rest of the form and retained by the individual if so desired

BSEP II Questionnaire for Commanders and Key NCOs

Background

A new procurement issued by the U.S. Army Research Institute proposes that a new, standardized functional BSEP II (FBSEP II) program be developed for all soldiers in their first duty assignment who demonstrate that they are deficient in the skills and knowledge required for successful performance in their MOSs.

Goals of FBSEP II

The goals of FBSEP II are:

- to improve soldiers' job performance,
- to improve soldiers' skill qualifications, and
- to provide opportunities for career growth.

FBSEP II implementation schedule

The proposed standardized FBSEP II program would fit into the following general BSEP structure based on career status.

- BSEP I will be designed for soldiers in the training base, e.g., BT, AIT, OSUT;
- FBSEP II will be designed for soldiers in their first duty assignment; and
- Advanced Skill Education Program (ASEP) will be designed to teach soldiers the skills needed as they progress through the remainder of their Army careers.

FBSEP II components

The proposed standardized FBSEP II program will have two major components. Some soldiers will participate in only the first component, while others will participate in both.

- basic skills training oriented toward requirements for learning specific MOS skills and knowledge, and
- whatever additional material is necessary to allow for the granting of a high-school diploma.

To meet the objectives of the first component, FBSEP II will be designed to be much more job related than many current BSEP activities. The content of many FBSEP II modules will be determined by what it takes to learn and do job tasks in a given MOS or MOS cluster. An analysis has already been made of the prerequisites for learning and doing the job tasks associated with 95 high-density MOSs.

To meet the objectives of the second component, FBSEP II will offer whatever additional educational courses are necessary for the granting of a high-school diploma. Rather than using a single credentialling institution (e.g., G.E.D.), the Army will use appropriately accredited and state-certified institutions to offer the program and to grant the diploma.

The newly proposed standardized FBSEP II will include the general areas of language, literacy, computing, speaking, and learning strategies. Materials within these general areas are likely to be based on specialized MOS or MOS cluster needs. They may also be related to learning-strategy skills useful in military life. The target audience for FBSEP II is to be all soldiers in their first duty assignment who demonstrate a need for remediation. A short general screening or locator test will be given at inprocessing. Based on performance on the screening test, some soldiers will take diagnostic tests. Entry in the program will be based on the results of these job-related diagnostic tests rather than the usual standardized tests. FBSEP II training prescriptions will be written for individual soldiers based on diagnostic test performance.

Computer-based instructional system

FBSEP II will be a standardized computer-based instructional (CBI) system. The training materials will be modularized in order to facilitate open-entry/open-exit programs using self-paced instruction. A minimum of 50% of the FBSEP curricula will be CBI presented. Non-CBI materials will also be modularized. All materials are to be developed in accordance with TRADOC Regulation 350-30.

Purpose of this questionnaire

The first purpose of this questionnaire is to obtain information about the way the proposed FBSEP II program will interface with current BSEP II programs. The second purpose is to gather your opinions concerning the feasibility and desirability of various aspects of the proposed program. Please give us your frank opinions. Replies will be used for research purposes only to help determine the need for a standardized program and the desirable structure for such a proposed program.

BSEP II Questionnaire for Commanders and Key NCOs

Post _____ Your Rank _____

Date _____ Time in Present Position _____

Major Command

ACC	____	INSCOM	____	USAREUR	____
DARCOM	____	KOREA	____	USMA	____
FORSCOM	____	MDW	____	TRADOC	____
HSC	____	MTMC	____	WESTCOM	____
		USAJ	____		

1. How many soldiers in your unit have attended BSEP II classes during the past year?

   _____

2. How familiar are you with the current BSEP II program?

   - very familiar ____
   - somewhat familiar ____
   - not familiar ____

3. What effect does the current BSEP II instruction at your post have on soldiers'. . .

	Positive Effect		Negative Effect	No Effect	Don't Know
	direct	indirect			
• MOS job performance?	____	____	____	____	____
• career growth?	____	____	____	____	____
• skill qualification?	____	____	____	____	____
• general attitude?	____	____	____	____	____
• motivation?	____	____	____	____	____

4. Do you think that a functional BSEP program--one that teaches soldiers the basic skills of reading, mathematics, and communications specifically in terms of the knowledge needed to perform in their MOSs--would benefit the unit more than if the basic skills are taught without regard to a soldier's MOS?

Yes ___ No ___

Explain _____

_____

_____

5. If the proposed FBSEP program were implemented at your post, do you think that enrollments would change?

- enrollments would increase ____
- enrollments would stay the same ____
- enrollments would decrease ____

6. Is it feasible to teach MOS-related prerequisite knowledge and skills during duty hours and general knowledge and skills needed to grant a high-school diploma *during off-duty hours*?

- Yes ___ No ___

If "no," when do you think the MOS-related courses should be taught?

- during duty hours ____
- during off-duty hours ____

If "no," when do you think the general knowledge courses should be taught?

- during duty hours ____
- during off-duty hours ____

7. If the proposed FBSEP II is developed and implemented at your post, how do you think it would affect the training and work schedules in your unit? (Choose one or more alternatives.)

- no effect - soldiers attending class on duty time can perform unit work after class ____
- no effect - other soldiers in the unit can perform tasks of soldiers taking BSEP II classes ____
- negative effect - it would place an unfair burden on soldiers in the unit who would have to do their own work and also the work of soldiers attending BSEP ____
- positive effect - it would contribute to positive morale of unit ____
- positive effect - it would improve job skills of soldiers attending BSEP ____
- other (write in) _____ ____

_____ ____

_____ ____

8. If FBSEP were to be implemented Army-wide, at what point in the soldiers' enlistment do you think it should take place?

- at the permanent duty station - before the beginning of their duty assignment ____
- at the permanent duty station in conjunction with their duty assignment ____

9. How willing are you to . . .

	Very Willing	Moderately Willing	Reluctant
• release soldiers to attend military-related basic skills classes during duty hours?	_____	_____	_____
• release soldiers to attend high-school diploma classes during duty hours?	_____	_____	_____
• allow soldiers enrolled in BSEP to complete the program even if it conflicts with <u>scheduled</u> unit training activities?	_____	_____	_____
• <u>actively</u> encourage soldiers to attend high-school diploma classes during off-duty hours?	_____	_____	_____

10. *How would you describe . . .*

	Strong	Neutral	Weak
• the general support of the command staff for the educational programs at your post?	_____	_____	_____
• the willingness of the command staff to release soldiers for BSEP classes?	_____	_____	_____
• the willingness of the command staff to allow soldiers to complete the program even if it conflicts with <u>scheduled</u> unit training activities?	_____	_____	_____

11. Can you suggest any changes in the BSEP II program that would improve the soldiers' chances of success in the Army?

_____

_____

_____

_____

12. Who should teach MOS-related basic skills classes?

- only civilians _____
- only military instructors _____
- either civilians or military instructors _____

13. What do you think would be the effect of an open-entry/open-exit program in which soldiers enter at any time and remain in the course until they have mastered the skills in which they are deficient? (Choose one alternative.)

- it would help soldiers master the skills in which they are deficient _____
- it would meet the personal needs of the soldiers and the needs of the unit _____
- it would meet the personal needs of the soldiers but not the needs of the unit _____
- soldiers might abuse the flexible schedule and remain in the course beyond the point of need _____
- other (write in) _____ _____

_____ _____

_____ _____

14. What is a reasonable number of hours a day for a soldier to be absent from duty to take FBSEP classes? (Circle number of hours.)

0 1 2 3 4 5 6

15. How many consecutive weeks could soldiers attend classes without having a negative effect on the unit? (Circle number of weeks.)

0 1 2 3 4 5 6 7 8 9 10

Consider the following factors in terms of how much of a problem they are with the current BSEP II program on your post and how much of a problem you feel they would be if an FBSEP II program were implemented on your post:

16. Soldier attendance at on-duty classes
17. Soldier attendance at off-duty classes
18. Relevance of curriculum to commanders' needs
19. General command support for the program
20. Release of soldiers from duty to attend on-duty classes
21. Student ability to operate instructional equipment
22. Student ability to learn from non-personal, audio-visual presentations
23. Student ability to learn from self-paced, largely self-taught instruction

	CURRENT BSEP			PROPOSED FBSEP			
	is a considerable problem	is somewhat of a problem	is little or no problem	not applicable to present program	would be a considerable problem	would be somewhat of a problem	would be little or no problem	would not be applicable on this post

GENERAL COMMENTS

What are your general feelings about the desirability and feasibility of developing and implementing FBSEP II, as proposed, within the next three years?

Thank you for your help.

OK

November 1982

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Basic Skills Education Program (BSEP). The present form is being used to interview and survey Soldiers regarding the development of a standardized, functionally-oriented BSEP II.

BSEP II Questionnaire for Soldiers

D

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S):
The data collected with the attached form are to be used for research

ROUTINE USES:
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BSEP II Questionnaire for Soldiers

The American Institutes for Research has been asked by the Army to find out about soldiers' educational needs and problems and their opinions about a proposed new BSEP II program. It will not take long to fill out this survey. You can answer most of the questions in a few words or by checking the answer that best fits your experience. This is not a test. If you complete this survey, you will be helping us find out how to improve the BSEP program. The information that you give us is for our use and will not be given to your sergeant or included in your Army records.

The Army Research Institute has proposed that the BSEP II program be made more job related or functional than the present program. The new program, which is called FBSEP II (functional BSEP II), would have several goals:

- to improve soldiers' job performance
- to improve soldiers' skill qualifications
- to help soldiers in their career growth

Currently, the BSEP II program prepares soldiers in the basic skills subjects of reading, mathematics, and communications using mainly non-job-related materials. The proposed program would:

- teach the basic skills subjects in terms of job-like situations and materials,
- be computer-based -- soldiers would learn partly by audio-visual presentations on a computer terminal, and
- have self-paced instruction.

In addition to taking the basic skills subjects, soldiers could also choose to obtain high-school diplomas by completing the second part of the BSEP II program. To get high-school diplomas, soldiers would probably need to:

- attend the job-related basic skills classes during on-duty hours,

  and also

- attend additional classes required for the high-school diploma during off-duty hours.

Survey for Soldiers

Post _____ Date _____

MOS _____ Rank _____

1. Are you currently taking BSEP II classes? Yes ___ No ___

   If "yes," what course(s) are you taking? _____

   _____

2. Have you taken BSEP II training in the past? Yes ___ No ___

   If "yes," what course(s) did you take? _____

   _____

3. Why did you enroll in BSEP II? (Check all that apply.)

   - to raise my ASVAB scores (GT) ____
   - to obtain a high-school diploma ____
   - to obtain a G.E.D. certificate ____
   - to pass the SQT ____
   - to raise scores on tests (TABE, ABLE, ECLT) ____
   - to qualify for a different MOS ____
   - for general knowledge ____
   - for self improvement ____
   - to qualify for reenlistment ____
   - other _____ ____

4. Even if you are taking BSEP II classes now or have taken other BSEP II classes in the future, are you interested in taking BSEP II classes in the future?

   Yes __ No ___

If "yes," why do you want to take BSEP II classes? (Check all that apply.)

- to raise my ASVAB scores (GT) ____
- to obtain a high-school diploma ____
- to obtain a G.E.D. certificate ____
- to pass the SQT ____
- to raise scores on tests (TABE, ABLE, ECLT) ____
- to qualify for a different MOS ____
- for general knowledge ____
- for self improvement ____
- to qualify for reenlistment ____
- other _____ ____

5. Do you have a high-school diploma? Yes ___ No ___

6. Do you have a G.E.D. certificate? Yes ___ No ___

7. If you checked "no" to both 5 and 6, which of the following would you be willing to do . . . (Check all that you would be willing to do.)

	to get a high school diploma?	to get a G.E.D. certificate?
• attend classes during duty hours	_____	_____
• attend classes during off-duty hours	_____	_____
• attend classes both during duty hours and during off-duty hours	_____	_____
• attend classes for less than six months	_____	_____
• attend classes during a one-year period	_____	_____
• attend classes over a two-year period	_____	_____

8. When would you prefer to attend military-related BSEP II classes?

- in the morning _____
- in the afternoon _____
- flexible schedule to allow for changes in unit assignments _____

9. When would you prefer to attend any additional classes you might need to get the high-school diploma?

- in the morning _____
- in the afternoon _____
- flexible schedule to allow for changes in unit assignments _____

10. At what point in your enlistment would you prefer to take BSEP II basic skills subjects of reading, mathematics, or communications?

- before arriving at my permanent duty station _____
- at permanent duty station, but before I begin duty assignment _____
- at any point during my permanent duty assignment _____

11. Have you taken any courses in the past taught mainly by computer or by audio-visual presentations?

Yes ___ No ___

If "yes," what courses did you take? _____

_____

_____

12. How do you like to learn? (Check one category on each line.)

	I like learning this way	It doesn't matter to me	I don't like learning this way
• group instruction by teacher--teacher works mainly with entire class			
• individual instruction--teacher works with each student for short periods			
• self-paced, self-corrected, written assignments			
• self-paced instruction by audio-visual presentations or by computer			

13. I would be willing to take BSEP II training using a computer-based program.

Yes ___ No ___

Check one of the three choices on the right concerning the following statements about the unit commanders and NCOs:

	Yes	No	Don't Know
14. The military staff support the BSEP programs			
15. The military staff would be willing to release me from duty to take military-related classes			
16. The military staff would be willing to release me from duty to take high-school diploma classes			
17. The military staff would let me complete BSEP II classes even if they conflicted with scheduled unit training activities			

If there is anything else you want to tell us about the proposed program, write comments here.

Thank You For Your Help.